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ABSTRACT

Activities, procedures, and resources are suggested for teaching reading comprehension skills to mentally retarded students. The document is intended as a handbook of teaching ideas based upon a flexible listing of sequential comprehension components. Comprehension skills are divided into five global grade levels and 12 major kinds of skills. Emphasis is upon individualizing instruction, using parents to reinforce school training, and presenting material audiovisually. Suggestions for classroom planning and program management are included. Major tests which can be used in the diagnosis of comprehension problems are summarized. Also included are resource lists of supplementary reading materials which can be used to teach comprehension skills, and a resource list of books for slow learners. (KW)

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SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER   AN IN SERVICE TRAINING APPROACH . . . .

improving
reading
comprehension

EC 041 413E

A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION AND THE UNIVERSITY OF IOWA

A GUIDE FOR TEACHERS OF THE HANDICAPPED

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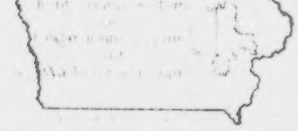
IMPROVING READING COMPREHENSION

March 1972

SHERRY MOCK, *M.S.*
formerly:
Methods and Materials Consultant
University of Kansas
Special Education Instructional Materials Center

COORDINATION STAFF
Frank Vance, *Project Director*
Jerry A. Caster, *Consultant*
Jeffrey P. Grimes, *Consultant*
Peter A. Malmberg, *Consultant*

PRODUCTION STAFF
S. Bernie Walden, *Production Coordinator*
Ted Jordan, *Graphic Artist*
Dorothy Phillips, *Assistant Editor*



The Special Education Curriculum Development Center has as its main objective the operation of a statewide in service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions in Des Moines and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. These materials are prepared by the SECDC staff in response to the suggestions of special class teachers. Persons who use SECDC materials but do not attend the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

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introduction

PURPOSE

The ability to read constitutes one of the most valuable skills a person can acquire. Our world is a reading world. It is difficult to discover any activity, whether in school or in the house, on the farm, in business, in the professions, and even in recreational pursuits, that does not demand some, and often considerable, reading.

For the mentally retarded reading is not an easy task, not a quickly learned one. They seldom become highly proficient; the extent of the reading ability for most ranges from third to fifth grade; most achieving the fourth grade criterion for literacy. The fact that mentally handicapped children experience difficulty in learning should not cause the elimination of the instruction, however. It is stressed by authorities in the area of reading as well as those specializing in the education of the retarded that all children should learn to read to the best of their abilities.

And what is reading? Some define reading as the act of responding appropriately to printed symbols. Others have held that reading is getting the meaning from the printed page. But to say only this is misleading. There are no meanings on the printed page; only symbols which stand for ideas and concepts. Printed symbols as such merely stimulate one to recall these familiar concepts. If the concept is new, manipulation of related materials and ideas becomes a kind of problem solving; in the full sense, reading involves a creative process. What the reader *gets from the page,* is not exactly what any other reader would get, or possibly even what the author envisioned. Reading, then, involves the recognition of printed symbols which serve as stimuli for the recall of meanings built up through past experiences, and the construction of new concepts through the manipulation of materials and learning situations which enrich those ideas already possessed by the reader (Bond and Tinker, 1957).

The language and environmental background of many retarded children has been poorer than that of the average child. Likewise the experiential background has been meager and restricted in many cases. Since reading requires an experience and language background, compensation must be made through school instruction. Planned activities rather than reliance on incidental learnings are necessary.

The good reader is one who has achieved a satisfactory degree of maturity in the development of his reading abilities, skills, interests, and tastes. By the time the elementary grades are completed, maturity in reading is indicated by the following accomplishments:

- The essential techniques of word identification and recognition will have been mastered.
- Vocabulary understanding will be extensive.
- Comprehension will be effective.
- A high degree of proficiency in the basic study skills will have been achieved.
- The child will be versatile in adjusting his reading habits to variation in purposes and materials.
- He will have acquired the attitude of demanding of himself an understanding of what is read.
- He will have learned to interpret, evaluate, and reflect on what he has read.
- Reading interests will be large and varied.
- Progress will have been made in development of taste and appreciation along desired lines.
- The child's oral reading will be adequate for giving pleasure to others.
- Reading will be employed extensively to satisfy the child's needs.
- The foundations essential for building new skills needed in higher grades will have been established (Bond & Tinker, 1957).

The purpose of this document is not to provide instructional techniques essential for the mastery of all these objectives, rather to concentrate on the development of those skills which interrelate as comprehension abilities and are applicable to the retarded reader. The key to a skills approach is to make more efficient use of the materials that are available to teachers in such a way to provide a sequential and systematically developed program which concentrates on the various aspects of reading comprehension.

RATIONALE

At all grade levels the teaching of reading is a matter of developing comprehension. The fundamental goal in seeking to produce mature readers is having them comprehend whatever printed materials they use. The acquisition of a sight vocabulary and of skill in recognizing words, and of verbal facility in general, all are aimed at promoting the understanding and interpretation of the meanings embodied in the printed symbols. The extent to which these meanings are understood and interpreted by the reader represents the degree to which he is a good reader.

In this the age of educational accountability, teachers are encouraged to focus on observable behaviors, to systematize their instruction into sequential steps, and to consistently evaluate the progress of their students. This approach to the reading curriculum has long been emphasized in the field of special education. However, because there is much diversity and overlap by the many authors, the term comprehension has been all-inclusive and seldom broken down in to the components which lead to a manageable, developmental system of instruction.

This document is not meant to be a curriculum guide or a total reading program, rather it seeks to provide some activities, procedures and resources for the teacher to use in planning her instruction of a given comprehension skill. It is to be used as a handbook of teaching ideas based upon a flexible listing of sequential comprehension componenets. Hopefully it may provide a means of telling where a child is, where he is going, and how he can get there, regardless of what level the skill is listed or the grade placement of the pupil.

OBJECTIVES

This document divides the comprehension skills into five global *grade* levels and into twelve major kinds of skills. There is an emphasis on the individualizing instruction, using parents to reinforce school training, and presenting material audio-visually. Suggestions for classroom planning and program management are also included. The following objectives are designed to be met in this publication:

- To provide teachers with a sequential listing of comprehension skills by approximate grade levels, as determined by their frequency of introduction in readers.
- To provide teachers with a sequential listing of comprehension skills by major skill divisions as a cross reference and incentive to use sequential placement rather than reading grade placement.
- To provide teachers of retarded children with a series of exemplary activities which can be further adapted to individual needs and which lend themselves to the instruction of the particular skill.
- To encourage the participation of the family in the reinforcement of instruction.
- To provide teachers with diagnostic resources which evaluate comprehension ability.
- To acquaint teachers with research which has investigated reading comprehension, methods currently being used, and reading characteristics of the retarded.
- To provide teachers with a resource of supplementary materials which can be used in the instruction of comprehension skills.
- To provide a resource list of books for slow learners which may be used in an individualized reading program.

FORMAT OUTLINE

In order to encourage a more efficient use of this document, it has been divided into the following sections:

Introduction: Introduces and reflects the basic reasons for the instruction and organization of the comprehension skills.

Background Information: Provides a summary of research findings which are applicable to the subject of teaching comprehensive skills to retarded students, a basic explanation of the major instructional methods which may be implemented in the teaching of those skills, and a collection of ideas which may aid teachers in the planning for the management of the reading program in their classrooms.

Diagnosis of Comprehension Difficulties: Presents a summary of the major tests which may be used in the diagnosis of comprehension problems. Checklists for the diagnosis of background experiences, interests, and physical limitations are included.

Comprehension Skills: The same list of skills has been organized in two different ways for your convenience in this section. The first is a list of the comprehension skills as they most commonly appear in the basal readers. Each level and its corresponding skills is present with the pages that are referred to in the activities section. The seven levels represent the first four *grades* in the basal program: readiness, preprimer, primer, first, second, third, and fourth. See page 33 for additional information. The second listing of the comprehension skills is cross referenced by the type of skill. This document uses a total of eleven types of comprehension skills: Vocabulary Development, Classification, Following Directions, Finding Main Ideas, Sequence, Critical and Creative Reading, Typographical Aids, Punctuation Aids, Locating Information, Skimming, and Summarizing. Each type of skill is listed with the *grade level* in which it is usually introduced and the corresponding page numbers in which activities for that skill can be found. The activities beginning on page 43 are the exemplary activities that relate to the corresponding skills. Each activity is a suggested procedure and is outlined in behavioral terms. They are placed in the order of their introduction in the basal programs; all comprehension skills which are introduced in the typical readiness programs are first, etc. The skills which are not introduced at a particular level are normally extended and practiced and this is indicated by the Purpose at the top of each activity page. You are then referred back to the previous levels for more suggestions.

Instructional Resources: Contains resource lists of reading materials available which can be adapted to emphasize comprehension skills, and are divided into five categories: Basal reading programs, machine assisted programs, supplementary, enrichment, and skill-building programs, audio-visual instruction, and individual activities for skill practice. This section also includes a list of books for slow readers and a list of names and addresses of publishers.

Appendix: Provides miscellaneous word lists of interest to teachers of slow learners.

background information

The results of some research studies are summarized in this section and are significant for the teacher of reading comprehension skills. These ideas are included in this document for the purposes of stimulating new approaches, reevaluating old prejudices, and generating a renewed awareness of educational research.

WHAT RESEARCH SAYS TO THE TEACHER OF MR CHILDREN WHO IS CONCERNED WITH READING

It is said that retarded children are, first of all, children; and, secondly, children with a number of problems. It is for this reason that the following information is presented in this particular sequence.

Reading Characteristics of Young Children

Frances Ilg (1964) has presented one of the best summaries of reading characteristics of young children. Because these characteristics lend themselves to the study of reading implications for the retarded, they are included.

Preschool Years

An early interest in books is often demonstrated by children who show pleasure from looking at pictures, being read to, and even in gaily tearing up a magazine. Paper tearing is characteristic of the 9- to 12-month infant and does not mean that he will be disrespectful of books at a later age.

The 2- to 2½-year-old often likes tiny things, tiny cars, tiny pellets, and tiny picture books. A more specific item that correlates more directly with reading is a child's interest in letters. Naming pictures correctly and a constant building of vocabulary is very important to later achievement. A sustained ability to sit and listen is equally important and parents should be encouraged to find stories of interest and that enrich his experiences.

Memorizing whole stories and nursery rhymes in the 3- to 4-year-old shows a growing ability for good auditory recall. Recognition of letters by name at this age is common. As he insists on looking at the page being read, he is beginning to relate pictures and words.

Recognition of single words becomes apparent usually around 5 to 5½ when grocery shopping becomes a game of matching labels and titles to familiar and favorite foods. Many can pick out names of things in books by recognizing capital letters. Fives like to spell out words: n-o, w-o-w, m-o-m. When *reading* a book, he may not be interested in following a line of print, but prefers to move his eyes vertically, picking up words which have meaning for him from the context of the story. The 5-year-old usually sits erect and does not shift his paper or book. His nondominant hand often moves along with the dominant hand as he draws. His eyes stare into space as he thinks.

From 6 to 10

The child's progress in recognizing single words moves more rapidly at 5½ to 6 years. He is beginning to recognize more and more selected words on a page. The sixes have unstable visual mechanisms and try overcome this difficulty to keeping their place with a finger. Losing his place when following a line of print is common, and characteristic until the vision stabilizes at around 6½ to 7. At six readers often insert words, especially adjectives, in sentences. He likes repetition and experimentation with words.

A child of six is interested in beginnings; wanting to be first, starting at the beginning of a book, initial sounds. He often gets his clues about a word from its initial letter and from its relative length. He still likes to be read to. Unfortunately, parents and teachers often insist that children read books by themselves as their abilities for doing so become evident.

By 5½ to 6 the head starts moving from side to side, the eyes are more fluid, and the tongue sweeps over the lips when reading. The head is more often tilted to the nondominant side as he writes and the paper is usually tilted slightly. The eyes have wide lateral sweeps as he thinks.

The 7-year-old can fix his eyes more steadily on a page. He has developed marked improvement in his acuity and can read little letters with ease--in fact, preferring them. He is still likely to reverse letters when he writes or reads them, but usually recognizes his errors and corrects them.

Seven is what we call a mechanical reader. His voice sounds mechanical as he reads aloud in almost a monotone with little inflection as he links one sentence to the next and one paragraph to the next, not wishing to stop. He likes to be told a word when he does not know it, because he doesn't wish to interrupt his flow of reading. He often guesses which is typical for children of this age. The desire for meaning is so strong that he might read the word *surprise* as *birthday*. He drives to reach the end, to finish. He often desires to be at the end in line instead of at the beginning.

By 7 the shift of both paper and body is more evident. The whole nondominant side is more tense. The head is more tilted, often far over and down, almost touching the table. The nondominant hand is usually more relaxed and may pin down the corner of the paper. The tongue no longer projects. Rather, the lower lip is often drawn in. The movement is so frequent that the lip becomes chapped. The eye movements shift obliquely upward as they calculate and think.

The release, relaxation, and flexibility that comes at 8 years of age is a welcome change. This change is soon evident in his reading. He develops a new capacity to attack words, new words he has never seen. He can work them out phonetically by sounds and combinations of sounds. He also sees many words as a whole, not just the end or the beginning, but the middle too. He has less trouble with vowels, but the complications of double vowels may still elude him.

Eight reads with expression; he knows how to pause, how to drop his voice at the end of a sentence. He no longer links sentences and paragraphs together as he did at 7. He can now stop and work over a word in the middle of a sentence without losing the thread of the story. He can even stop to discuss what he is reading without losing his relationship to the story. He likes to read aloud to a group. His speed is increasing.

Changes are also evident in his visual mechanism. He is now pushing out into space with a more flexible, totally operating system. He becomes very interested and desirous of becoming a part of *the group.* Eight often for the first time is reporting more fully about what happens in school. There is an indication of a closer communication between school and home.

By 8 the child's posture is less extreme. He is now working opposite the shoulder on his dominant side as he writes. His head is tilted to the opposite side but he sits erect. His mouth may be slightly open as he works and his eyes often roll as he thinks. He has the ability to take in a situation in one sweep, to indicate his newly found sense of totality.

Nine is an age that makes great demands on a growing child. His reading ability often advances rapidly and he can act with more confidence as an individual. He works more and more on his own; looking up meanings of words, realizing that the table of contents can be a useful tool. He is beginning to know when he skims and when he needs to read more thoroughly. He often prefers to read silently. Nine is eager for more and more information and is definitely interested in the different subjects he studies in school.

A significant and interesting change takes place at nine years. He may shift his paper almost a full 90°, until the vertical side is parallel with the table edge. His entire trunk is shifted to the nondominant side. He anchors his paper quite naturally halfway down the vertical edge. His eyes have lost their roving and rolling; rather, they fixate on a point with determination.

By ten a child is normally a proficient reader. He may also be a ravenous reader, sneaking books to bed, out to recess, etc. This behavior usually hits its peak at 11. Ten enjoys reading to younger children and does so with good expression. He especially enjoys biographies and stories about the childhoods of famous personalities. He is beginning to read a variety of materials with interest and to keep up with daily events.

Providing you with this information is a plea to learn first about the child. Know him, both in relation to his age and his individuality and his unique way of growing. Then place him in an environment in which he can move, grow, learn. We cannot fail as teachers; nor can the child fail.

Reading Characteristics of Retarded Children

The retarded show many similarities to the normal development of all children. It is for that reason the above discussion has been included. Because there are also differences, a brief summary of the reading characteristics of these children is provided.

Reading Capacity and Achievement: On the whole, studies indicate that mentally handicapped children learn to read up to their mental age reading grade expectancy, as do children of normal or superior intelligence. Kirk states that although mental age is not the perfect indicator of reading capacity, it is probably the most important single factor. (The mental age referred to is derived from verbal intelligence scores.) All factors being equal, the mental age is the best known measure of reading grade expectancy. But all factors are not always equal as Dunn (1968) points out. In general, mentally retarded children in special classes tend to read below their expectancy, except in cases where special attention is given to reading, when they attain reading ages up to and beyond their mental age.

Mental Age and Beginning Reading: One of the major problems in the teaching of reading to the mentally retarded is determining the mental age level at which reading instruction can best be introduced. With the published results of the early reading studies indicating that children who learn to read early are often better readers; there is speculation that retarded children can be expected to learn earlier also with a systematic approach. Most of the writers agree with Kirk in encouraging teachers to hold formal reading instruction until the child has a mental age of six to six and one-half. Readiness activities can, of course, be emphasized before this, when the children have mental ages between four and six.

Mental Readiness for Reading
(Harris, 1961)

IQ	Age Child Reaches MA 6-0	Mental Maturity at Various Ages					
		9-0	Grade	10-0	Grade	15-0	Grade
90	6-8	8-1	3.1	10-9	5.8	12-11	7.9
85	7-1	7-8	2.7	10-3	5.3	12-3	7.2
80	7-6	7-2	2.2	9-7	4.6	11-6	6.5
75	8-0	6-9	1.8	9-0	4.0	10-9	5.8
70	8-7	6-6	1.3	8-5	3.4	10-1	5.1
65	9-2	5-10	Kg.	7-10	2.8	9-4	4.4
60	10-1	5-5	Kg.	7-3	2.3	8-8	3.7

Rate of Progress in Reading: Dunn (1968) summarizes the studies dealing with rate of learning by stating that it's probable that under average conditions the increase in reading age parallels the increase in mental age. The rate of learning for retarded students is slower than that of average children over a long period of time. Fox example, an average child whose life age is seven and whose mental age is seven, may learn at the same rate as a retarded child whose age is ten, and whose mental age is seven. But in one year the seven-year-old will have a mental age of 8, but the slower child with an IQ of 70 will have the mental age of seven years, eight months.

Reading Methods: There were three major conclusions that resulted from the research that is now coined *The First Grade Studies.* Bond (1966) summarizes the findings:

1. There is no one method that is so outstanding that it should be used to the exclusion of the others.

2. The effectiveness of any one approach appears to be increased when it is broadened by the additional instruction of other methods, including the use of audio visuals.
3. The importance of the teacher's role cannot be over emphasized. She is the key to the success or failure to the learning approach.

These conclusions are supported by research investigating methods and the retarded. Generally, if the instruction is presented systematically and at the proper level, supplemented with concrete and audio visual experiences, with the teacher's enthusiastic support, reading is learned with success by mentally handicapped children.

Environment: The language and environmental background of many mentally retarded children has been poorer than that of the average child. It has often been meager and restricted because of social disadvantages and often because of family acceptance of the disability. Since reading requires an experience and language background, this poor foundation must be compensated for through school instruction. What are some of the effects of the environment on achievement? A review of major authors reveals these major conclusions (Riessman, 1962; Deutsch, 1964; McCandleless, 1952):

- A high rate of nutritional deficiencies which result in a higher rate of illness and absences often accompany other problems from a poor home.
- A lack of participation in school activities by families either by choice or because of financial circumstances is often noted.
- There is little educational opportunity and/or encouragement outside of school.
- The children usually have low self-concepts and low goals which contribute to the underachievement in academics.
- An unenriched home background leaves the child unprepared to meet the demands of the classroom which often sets up a pattern of failure and possibly emotional disorders.
- Language is characterized by smaller vocabularies, limited and poorly structured speech sequences, and a reliance on concrete rather than abstract learning; all of which may stem from the limited language stimulation of a deprived environment.

The slower rate of learning, the lack of experience, and a pattern of failure of mentally handicapped children require that the reading program be modified to fit these characteristics. There should be a provision for prolonging the reading stage at each period of development to correspond to the rate of progress, a presentation of various approaches beginning with concrete instruction, and the development of the reading process in a systematic fashion.

SYSTEMATIZING YOUR INSTRUCTION FOR READING

The following material was adapted from J. W. Kriege, *You Can Systematize Your Reading Program,* Grade Teacher, Oct. 1969, 88 - 92.

There are elaborate educational systems available from many producers of instructional materials. Most are tied to particular basal, or supplementary reading programs and are of little use to a teacher who is individualizing her classroom. Many are expensive--too costly for the teacher with limited funds. The answer? There is no best one, but there is a possibility that warrants experimenting with. Any teacher of any level with any materials can develop a systematic program--providing she has the will, determination, and energy. The following nine steps illustrate how a systematic reading program might be developed:

Take Inventory

Instead of wishing you could order certain materials, find out what is already available and accessible. Such items include basal readers. Select and obtain the reader that will serve as your base. By administering a diagnostic evaluation, the necessary levels can be determined and readers above and below those reading levels should be collected.

Teacher's manuals and other professional books contain valuable ideas and exercises which relate to the instruction of reading comprehension. These too should be collected.

Other classroom items which belong in your inventory include story (paperback) books for independent reading. Old books from home can be collected for the classroom library.

Supplementary materials such as games, puzzles, skill development booklets, records, tapes, films, and filmstrips, and any other aids to comprehension instruction should be indicated.

Most schools also have many items, which, upon request, are available for use on a revolving basis. Make it your business to find out what equipment, materials, and other instructional aids are provided by your school and also when you can use them. A check out system from the library, principal, or director is often valuable and is easily organized. Special unit studies, films, and equipment that can be requested from an area media center will also need to be scheduled in advance.

Many, many supplementary materials can be created by teachers very inexpensively and you are encouraged to make what you can. Taped lessons on small reels can be a summer project, or a community service, or free time activities by accomplished readers. Flannel boards, language kits, and individual study units can be constructed.

Organize Sequentially

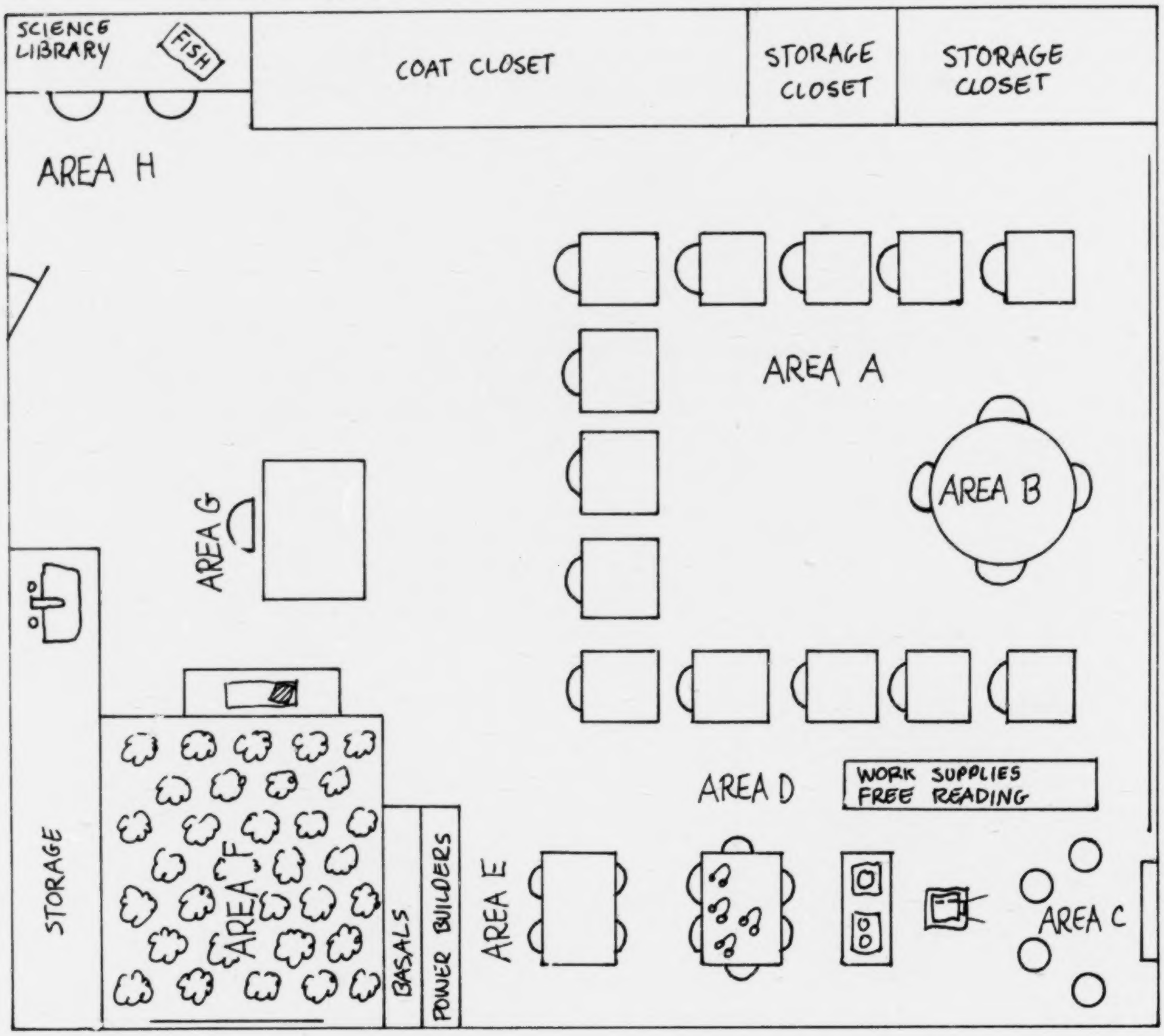
The secret of using materials effectively is to arrange them in a sequence which will allow the students to work at their own level and to progress in gradual steps. Many items, such as basal reader selections, the SRA Reading Laboratories, or Controlled Readers, are already arranged. The others, such as independent reading books, reading games, comprehension activities, should be sequentially arranged by you and marked accordingly. (The sequence may be of interest, as well as difficulty level.) Once the materials are arranged, you may find it helpful to construct a chart or a vertical file listing the materials, availability, and the number of students that can use them simultaneously.

Material Sequence and Availability Chart

Item	Reading Level R	1	2	3	4	Days Available M	T	W	T	F	Simultaneous Use
Basal Texts											
1.	X	X	X			X	X	X	X	X	15
2.		X	X	X		X	X	X	X	X	8
Supplemental Text											
1.		X	X	X		X	X	X	X	X	15
Comprehension Exercises	X	X	X	X	X	X	X	X	X	X	15
1. Vocabulary Development											
2. Classifying											
3. Following Directions											
4. Finding Main Ideas											
5. Sequence											
6. Critical & Creative Reading											
7. Typographical Aids											
8. Punctuation Aids											
9. Detail											
10. Skimming											
11. Summarizing											
Audio Flashcard Reader & Cards		X	X	X		X	X	X			1
Tape Recorder & Listening Station						X	X				2-4
Filmstrip Machine								X	X	X	1-15
Paperback and/or Story Books	X	X	X	X	X	X	X	X	X	X	15
Reading Games											
1.	X	X	X	X		X	X	X	X	X	1-15
2.											
3.											
4.											
Language Laboratory		X	X	X					X	X	15

Design an Efficient Room

The use of a variety of materials simultaneously for a classroom of students in an invitation to pure chaos, unless you take the time and trouble to organize different areas for small group study. On the next page is a sketch that shows how a classroom might be arranged to allow for efficient use of materials.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AREA F
BASALS
POWER BUILDERS
AREA E
AREA D
WORK SUPPLIES FREE READING
AREA C

AREA	FURNISHINGS	MATERIALS/EQUIPMENT	ACTIVITIES
A	Desks/chairs facing board 6' shelf for work supplies		Quiet study
B	60" table/chairs		Individual consultation during group work
C	Chairs, projection screen	Projectors, films	Projected reading work
D	3' x 4' table, chairs 4' shelf	Tape recorder/listening stations; record player/records	Listening activities; independent reading
E	6' shelves	Independent reading books/ Language Labs; free time games	Selection of independent reading materials
F	8' x 10' rug; chairs or pillows; projection screen; 6' shelf	Basal readers, overhead projector, group reading materials	Group oral reading and discussion
G	4' shelf, Teacher's desk, Overhead projector		Individual consultation
H	2' x 5' table, chairs	Materials of class interest	Interest Area

Determine Comprehension Levels

From the oral reading selections determine at what level each student is comprehending, so that he may begin working with materials commensurate with his ability (see Diagnostic Resources).

Assign Appropriate Materials

Once the reading levels are determined, you can start the students working with the available materials. Whenever possible, have them begin with materials a year lower than their test score indicates for an outset of success.

Grouping

There are at least seven ways in which a teacher may group children assigned to her class:

Ability -- Those pupils who have the potential to learn quickly are grouped together; those who learn slowly are placed in one group. Children do not possess equal abilities in all fields, so teachers are cautioned about ability grouping the same way for all skills.

Achievement -- The advantage of achievement grouping is that it reduces the range of levels with which a teacher works at a given time. It does not take into account the sudden bursts of growth that some children show. Also achievement is not equal in all subjects.

Needs -- These groups are temporarily formed for special help with skill deficits. When a pupil has mastered his difficulty with the skill, he withdraws from the group. By this method a teacher can give special help to several children at one time without permanently placing in an ability or achievement group.

Interest -- Interest grouping has perhaps been used most often in social studies and science in connection with unit teaching, but there is also a place for it in reading instruction. This borders on what is called *individualized* reading. Grouping by interest is difficult, if not impossible, during the first instruction in reading, but after basic sight vocabulary is developed, this method has possibilities for at least limited use.

Invitation -- Invitation grouping is usually used for special *events*, such as staging a play for another group. It could also be used as a second group to which a child who needs practice might belong. It borders the interest grouping closely.

Pupil teams -- Pairs may be evenly matched in achievement for practice on a skill, or they may be more of a tutoring experience. Teachers must be sure proper processes are taught so that the skills being reinforced are not becoming more confused.

Individualized instruction actually contains elements of many of the other types of groups mentioned. There is much being written about individualized reading and most of the research is favorable. It would be worth your while to investigate and experiment with this approach (Anderson, 1968).

Construct a Schedule

A schedule, for all the headaches it will give you to draw up, is an absolute must for a systematic reading program.

Keep Track of Progress

It will be necessary to keep up-to-date individual records on each student. (Each child can record his own on graphs, in folders, etc.) Achievement should be noted in percentage scores so that a teacher can tell at a glance how successful the work has been, and whether a child can advance to a higher level.

One system that might work for you is recording percentages in your grade book in the following manner for the comprehension skills:

	Word Rec. Dolch				Vocabulary Development							
Names	50	10	17	220	Uses context	Picture word	Sentence meaning	Synonyms	Antonyms	Descriptors	Mult. meaning	Homonyms
Betty				220	100%	100%	100%	100%	90%	100%	100%	
Jim		10			90%	100%						
Sue			170		100%	100%	80%					
Lynn				220	100%	100%	90%	100%	100%	100%		
Jackie	50				100%							
Sam		100			100%	100%	100%					
Mary			160		100%	100%						

Daily work can be checked by volunteers; 100% handed back, mistakes corrected immediately and results reviewed with you before you record them in your grade book.

Evaluate

Evaluation of each student's progress should be done frequently, every week on skills, every day on daily work, and every two or three weeks for major group adjustments. A child is ready to move to the next higher skill level when he has completed 100% five or six times in succession on a particular activity. If he is consistently getting scores below 70%, he should probably be moved to the next lower level.

A close look at your own teaching is a must also. Here are a few suggestions for ways to measure how successfully you are doing your job:

- At least once every month tape record a lesson. The recording will tell you whether you are dominating the discussions and will reflect the kind of questions you are asking.

- Does your interaction with the students reflect a positive attitude? Grading is usually done in red pencil with bold check marks. Happiness may be purple circles around the right answers, percentage correct, and a personal message at the bottom of the page. Do you react to the positive things that happen in your class, or just the negative? Ignoring the bad is difficult to do--but pays off in good behavior.

- Make a deliberate effort to keep your parents informed about what their children are doing in school. Writing the objective of the lesson briefly on work sent home is one quick way. Many classes write a newsletter about the activities they have done.

- Giving children the responsibility for their own behavior reflects a friendly, free atmosphere. Small things like letting them choose their seating place when their behavior warrents such a move, or free choice activities during after-work-is handed-in correctly are examples. Children often will react more favorably to classroom rules and regulations when they have a voice in setting them up. Many teachers find that more interest is generated by letting the students help plan unit studies.

- Look critically at your room's noise level, and discuss it with the class. Your goal--quiet enough for work, but freedom to proceed in a natural manner. You will find that different activities permit, and sometimes encourage, different levels of noise.

- Examine your attitude about what you are doing. Remember, if you aren't sold on a method of instruction after trying it a week, you won't be accomplishing much by going ahead with it half-heartedly.

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SCHEDULE OF READING ACTIVITIES

	Time Block	Group 1A Activity	Area	Group 1B Activity	Area	Group 2A Activity	Area	Group 2B Activity	Area	Group 3 Activity	Area
MONDAY	20	Context Book	A	Listening Exercise	D	Independent Reading			A	Group Read*	F
	20	Listening Exercise	D	Independent Reading†	A	Group Reading*			F	Comprehension Exercise	A
	20	Independent Reading†	F			Comprehension Exercise			A	Listening Exercise	D
TUESDAY	20	Group Reading*			F	Listening Exercise	D	Power Builders	E	Chalkboard Reading Game	A A
	20	Comprehension Exercise			A	Independent Reading†	A			Correct Mon.* Compre. Exercise	F
	20	Independent Choice			E H			Listening Exercise	D	Vocabulary Exercise	F
WEDNESDAY	20	Power Builders			E	Correct Mon. Comp. Exercise*			F	Audio F/C Reader Reading Game	D A
	20	Correct Tues. Comp. Exercise*			F	Power Builders				Film Strip Reading Game	C A
	20	Vocabulary Exercise			A					Film Strip Audio F/C Reader	C D
THURSDAY	20	Language Lab	E	Context Book	A	Vocabulary Exercise			A	Correct Tues.* Vocab. Exercise	F
	20	Independent Reading	A	Language Lab	E	Correct Vocabulary Exercise*			F	Independent Reading†	A
	20			Independent Reading	A	Reading Game	A	Language Lab	E		
FRIDAY		Correct Wed. Vocabulary Exercise*			F	Film Strip			C	Reading Game Chalkboard	E A
		Reading Game	A	Film Strip	C	Power Builders	E	Independent Reading†		Listening Exercise	D
		Film Strip	C	Reading Game	A					Independent Choice	H C

* Teacher Attention

† Teacher Checks Skills at Desk

diagnosis of comprehension difficulties

A preliminary step in any analysis of comprehension abilities is to determine the level at which a child can read with satisfactory comprehension. When this level is significantly lower than his learning capacity, an analysis is undertaken to discover the reasons for this retardation.

A variety of tools and techniques are employed for diagnosing reading proficiency. They may be classified as follows: group survey tests, group diagnostic tests, detailed individual examinations and informal procedures. Only brief mention will be made of the first three at this time since their summaries are considered in the chart included later in this section.

GROUP SURVEY TESTS

The use of survey tests yields a fairly adequate measure of the grade level at which a pupil can read. It usually begins with relatively easy items and progresses to more difficult items. Norms for interpreting scores usually extend over a range of several grades. The typical survey test includes measures of vocabulary knowledge, comprehension of sentences and/or paragraphs and sometimes speed and accuracy.

GROUP DIAGNOSTIC TESTS

The analytical type of group tests provides valuable information about the strengths and weaknesses of individual pupils. This information is useful to both the classroom teacher and the remedial teacher. Ordinarily the giving of a group diagnostic test and an examination of the scores obtained from the various subtests constitutes a first step in the analytical diagnosis of reading problems. When a child's retardation in a particular skill is not great, a moderate amount of individual instruction will ordinarily correct the situation. A teacher may find that her class as a whole tends to be deficient in one area. This indicates that she needs to change her emphasis in instruction to maintain a better balance among basic reading abilities. The typical diagnostic surveys usually includes measures of word recognition, vocabulary knowledge, sentence and/or paragraph comprehension; and many have tests of general information, central ideas and reading to appreciate.

STANDARDIZED DETAILED EXAMINATIONS

The intensive diagnosis of reading difficulties is best achieved through the use of standardized detailed techniques. These are most frequently used to examine students who exhibit severe cases of reading retardation and most require training in the techniques. They are individual in nature and require considerable amounts of time to administer.

INFORMAL MEASURES

A rather complex diagnosis of reading difficulties can be obtained from an analysis of responses on an oral reading test and from observations of behavior during reading. The design for such a test is included here to provide teachers with a pattern with which to prepare their own oral reading checks from the readers they have available.

You are cautioned at this point not to compare levels that were determined by using the older *look-say* readers with the levels obtained using the newer linguistic books. The linguistic books have a different emphasis and the comprehension skills do not necessarily follow the outline of skills included in this document. In other words, if you are striving to place a child in a linguistic book, use several levels of that series in the informal diagnosis in order to obtain a more exact placement. If you are placing a student in a more traditional book, use several levels of that particular series. Do *not* mix the two approaches as the results will be very misleading. Each series has its own sequence to the introduction of skills, although there are many similiarities.

The following Oral Reading Inventory is not to be used as *the* example. Since the author cannot know which books are being used in your classroom, several sources are listed. Again, you are cautioned that best results will be obtained only when you determine which book you feel the student is ready for by having him read in two or three sequential levels of *that* series. Use this inventory as an outline to determine the kinds of questions that can be asked to obtain the comprehension level.

ORAL READING INVENTORY

Source: *Getting a Head Start* Level: Readiness
Houghton Mifflin Co., page 1 Big Book

Scene: Children playing on a city playground. Some are swinging with a supervisor pushing, some are jumping rope, playing ball, playing tag and one is riding a tricycle. There are two boys watching the others. There are two trees, a car, a stoplight and several tall buildings in the background. The playground is fenced.

Questions		%
Detail:	Where are the children playing? (on a playground in a city)	10
Detail:	What kind of a day is it? (fall, cool)	10
Main idea:	What are these children doing? (playing on a playground, going out for recess)	20

Questions		%
Interpretation:	Who is having a good time? (the girls playing tag, boys playing ball) How can you tell? (they are laughing, smiling)	20
Memory for details:	What were some of the games the children were playing in the picture we just looked at? (ball, swinging, tag, riding tricycle, jumping rope)	20
	There were two children who did not look like they were having such a good time. What were they doing? (sitting and standing by the fence)	20

* * * * *

Source: *A Duck is a Duck* **Level: 3 (Linguistic Reader) PP**
Ginn & Co., pages 5-9

Text: At The Park	
This is Bill.	4
Bill is at the park.	9
Here is Jill.	12
Jill is at the park.	17
Here is Ben.	20
Ben is at the park.	25
Is Ld at the park?	30

Questions		%
Detail:	What girl was at the park? (Jill)	10
Sequence:	Who was at the park first? Last? (Bill, Ben)	20
Main idea:	Where were the children? (at the park)	10
Interpretation:	What could you do in a park? (play, run, swing)	20
Memory for detail:	Was Lad in the park? (if looked at picture on page 5, yes. if read only text, no.)	20
Vocabulary:	What does park mean in this story? (a place to play, a place with grass and trees.)	20

* * * * *

Source: *A Duck is a Duck* Level: 3 (Linguistic)
Ginn & Co., pages 60-65

Text: Rabbit and Turtle

Rabbit said, "I can run.	5
I can run fast.	9
You can't run, Turtle.	13
You can't run fast."	17
Turtle said, "Look, Rabbit.	21
Do you see the park?	26
You and I will run.	31
We will run to the park."	37
Rabbit said, "I want to stop.	43
I will stop here.	47
I can run, but Turtle can't.	53
I can get to the park fast."	60
Turtle said, "I can't run fast.	66
But I will not stop.	71
Rabbit can't see me.	75
I will get to the park."	81
Rabbit said, "Turtle!	84
You are here!	87
I can run fast, and you can't.	94
But you are here.	98
This is not like you, Turtle."	104
Turtle said, "I do not stop.	110
You fun fast, Rabbit.	114
I can't run fast.	118
But you stop, and I don't."	124

Questions		%
Detail:	Who said, "I can run fast." (Rabbit)	10
Detail:	What were Rabbit and Turtle doing? (running a race to the park)	10
Sequence:	What happened in the race? (Rabbit and Turtle started, but Rabbit stopped. Turtle passed him and won the race.)	20
Main idea:	Some people are fast, but they don't always win. What did Turtle do to win the race? (He didn't stop, kept going.)	20
Imagery:	What did the Rabbit do when he stopped? (Went to sleep, if read from book. Ate lunch, etc. if read only text.)	20
Multiple meanings:	In this story a park was a place to play. What is another kind of park? (Ball park, park you car, etc.)	20

Source: *Round About* Level: 1st
Harper & Row, page 98

Text: A Morning Surprise

The twins came down to breakfast 6
early the next morning. 10
There was Grandmother. 13
"Grandmother!" they cried, 16
and they gave her a big, big hug. 24
"How did you get here?" cried Billy. 31
"I came in the old car, 37
and I ran out of gas," she said. 45
How Bobby and Billy laughed! 50
"Sell that old car and go home 57
on the train," said Bobby and Billy. 64

Questions %

Detail: Did the twins give grandmother a gift, a car, or a hug? 20
(hug)

Main idea: What was the surprise? 20
(Grandmother came for a visit.)

Detail: What advice did the boys give the Grandmother? 20
(Sell the car and go home on the train.)

Imagery: What did Grandmother's old car look like? What color was it? Was it pretty and shiny? 20

Sequence: What did the twins do first: cry "Grandmother!", tell her to sell her car, or give her a big hug? 20
(Cried "Grandmother!")

* * * * * *

Betts' Levels of Reading (Bond & Tinker, 1957) is a guideline for intepreting the results of the oral reading inventory.

Independent Level:

Reads with no more than one error in pronunciation in each 100 words and has a comprehension score of at least 90 percent. Child reads orally in a natural conversational tone, is free from tension and has good reading posture. Silent reading will be faster than his oral reading and free from vocalizations. The words in the selection should be familiar and within his experience for best results, but interpretation should be encouraged.

Instructional Level:

Reads with no more than one word recognition error in each 20 words and has a comprehension score of at least 75 percent. At this level the child reads orally, after silent study, without tension, in a conversational tone, with rhythm and phrasing. Silent reading is faster than oral. The pupil is able to make successful progress in reading under a teacher's guidance.

Frustration Level:

Child reads orally without rhythm and in an unnatural voice. Errors and refusals are numerous. Tensions are manifest. He comprehends less than half of what he is trying to read. No child should be asked to go on reading at the frustration level when he is being taught or in any other situation.

Capacity Level:

This level is the highest book in the series in which the child can comprehend 75 percent of the material when it is read aloud by the teacher. He is able to answer questions, to pronounce and discuss the words in the selection.

An additional aid to the teacher is the Informal Diagnosis Check-list (adapted from Bond & Tinker, 1957; Harris 1961) which is provided to facilitate the recording of data obtained during the informal diagnosis:

INFORMAL
DIAGNOSIS
CHECK-LIST

Background Data

Name______________________ C. A. __________ Class______
Intelligence Test Given: __________________ Date________
M. A. __________ Mental Grade__________ Verbal Score__________

Reading Levels

1. Independent reading level, grade______________
2. Instructional reading level, grade______________
3. Frustration reading level, grade______________
4. Probable capacity reading level, grade______________

Oral Reading from Book

1. Name & level of selection:______________
2. Rate: words per minute______________
3. Expression:______________
4. Phrasing:______________
5. Word by word reading?______________
6. Noticable habits during reading (head movements, pointing, posture, tenseness, distractibility)______________
7. Comprehension score______________
   Remembers details______________
   Main ideas and/or characters______________
   Sequence______________
   Interprets experiences______________
   Vocabulary has meaning______________

8. Word recognition score ______
    Uses context to decode words ______
    Uses word analysis to decode words ______
    Repetitions ______ Omissions ______ Refuses ______
    Reversals: ______
    Wrong beginnings ______ Wrong middle ______ End ______

Silent Reading from Book

1. Name & level of selection: ______
2. Rate: wrods per minute ______
3. Vocalization (degree of lip movement, whispering, audible speech) ______
4. Noticable habits during reading ______
5. Comprehension score ______
    Remembers details ______
    Main ideas and/or characters ______
    Sequence ______
    Can interpret, make conclusions ______
    Understands vocabulary ______

Word Pronunciation from Word Lists in Basic Book

1. Name & level of words (book) ______
2. Can relate words to experience on spot check ______
3. Word analysis skills ______
    Uses phonetic attack ______
    Blending skill ______
    Recognition of familiar parts ______
    Recognition of suffixes ______ prefixes ______
    Consonant sounds ______
    Short vowel sounds ______ long ______
    Sounds omitted ______ Added ______

Other Relevant Data

1. Hearing status
    A. Inattentive, frequently asks to have statements repeated ______
    B. Close attention to speaker's lips ______
    C. Continually misunderstands simple directions ______
    D. Tilts head, turns one ear toward speaker ______
    E. Blank expression when "listening" ______
    F. Scowling, strained posture ______
    G. Earaches, frequent colds, unusual amounts of earwax ______
    H. Monotonous voice pitch ______
    I. Speaks loud, asks for increased audio ______

2. Visual Status
    A. Facial contortions ______
    B. Posture unnatural, head forward, book close ______
    C. Tense during visual work ______
    D. Moving head excessively while reading ______
    E. Rubs eyes frequently, squints, blinks ______
    F. Loses place when reading, frequent omissions ______
    G. Covers one eye, closes one eye ______

(When two to four of these symptoms persist, and no improvement is noted with remediation program, a child is likely to need a professional examination.)

3. Physical Status
   - A. Handedness (usefull in placement of materials on desk)__________
   - B. Indications of eye-hand coordination problems__________
   - C. Unusual clumsiness__________
   - D. History of health problems?__________

4. Experiences
   - A. Home Environment:
     1. What things do you do with your parent(s)?__________
     2. Do you have brothers or sisters?__________
     3. What do you do with them?__________
     4. Do you have a TV?__________radio?__________
     5. Do you have any toys?__________
     6. Do you have regular chores?__________
     7. Do you get an allowance? What for?__________
     8. What pets do you have?__________
     9. What do you like best about your home?__________

   - B. Activities Outside School:
     1. What do you do when you get out of school;__________ in the evenings?__________week-ends?__________
     2. Do you spend your own money?__________
     3. Are your best friends boys? girls?__________
     4. What do you do with your friends?__________
     5. Do you belong to any clubs?__________
     6. Do you go to church?__________
     7. Do you take any kind of lessons?__________
     8. Have you been to a library?__________When?__________
     9. Do your parents read?__________to you?__________
     10. Is there a quiet place for you to read at home?__________

   - C. Recreational Activities:
     1. Do you go to many movies?__________When?__________ Who do you go with?__________What are your favorite movies?__________
     2. What games do you play in your neighborhood?__________
     3. Do you like to play with other children or by yourself best?__________
     4. Have you been to a ball game?____concert?____circus?__________ to a park?______on a picnic?______zoo?__________

   - D. Travel:
     1. Have you ever gone out of town with your family?__________
     2. Have you been to a farm?____big city?______camp?__________
     3. Have you traveled by bus?______train?______plane?__________
     4. Has your family gone on a vacation?________where?__________

5. Reading Interests

   What kind of stories do you like best?

   About science________Sports_________Mystery________Love________

   Places to see________How to make things__________History________

   Animals________Humor-fantasy________Fairy Tales__________

   Real people______War__________With pictures__________

6. Attitudes
    1. Today I feel ______________________________
    2. When I have to read, I ______________________________
    3. I get angry when ______________________________
    4. To be grown up ______________________________
    5. My idea of a good time is ______________________________
    6. I wish my parents knew ______________________________
    7. School is ______________________________
    8. I can't understand why ______________________________
    9. I feel bad when ______________________________
    10. I wish teachers ______________________________
    11. I wish my mother ______________________________
    12. To me, books ______________________________
    13. People think I ______________________________
    14. I like to read about ______________________________
    15. On weekends I ______________________________
    16. I'd rather read than ______________________________
    17. To me, homework ______________________________
    18. I wish people wouldn't ______________________________
    19. I'm afraid ______________________________
    20. When I take my report card home ______________________________
    21. I'm best when ______________________________
    22. Most brothers and sisters ______________________________
    23. I don't know how ______________________________
    24. I feel proud when ______________________________
    25. I wish my father ______________________________
    26. I would like to be ______________________________
    27. I often worry about ______________________________
    28. When I read out loud ______________________________
    29. I wish I could ______________________________
    30. I'd read more if ______________________________

The following is a guide to the abbreviations of skills measured on the *Summary of Reading Tests Which Assess Comprehension Skills*

CI	critical inference
DIR	following directions
DS	diagnostic survey (includes oral reading, silent reading, visual and auditory perception, phrase reading, word analysis, and listening comprehension
GC	general comprehension (combination of word, sentence, paragraph meaning)
INT	interpretation
IR	immediate recall
LC	listening comprehension
L-LOC	listening vocabulary
OR	oral reading
PM	paragraph meaning
P-VOC	picture vocabulary
SC	specific comprehension (includes one or more of the above)
SM	meaning of sentence
VOC	vocabulary
WC	word comprehension
WR	word recognition (also referred to in some tests as vocabulary)

SUMMARY OF READING TESTS WHICH ASSESS COMPREHENSION SKILLS

Test	Class	Range	Forms	Time	Skills *	Publisher
1. American School Achievement Tests	Surv	1-9	3		VOC, PM	Public School Publishing, Div. Bobbs-Merrill Co.
2. American School Reading Readiness	Read	1	1	45 min	VOC	Public School Publishing, Div. Bobbs-Merrill Co.
3. Binion-Beck Reading Readiness Test for Kindergarten & First Grade	Read	1	1	40 min	P-VOC, DIR, SM	Acorn Publishing Co., Inc.
4. Botel Reading Inventory	Surv	1-12	1		WC, LC	Follett Publishing Co.
5. Brown-Carlson Listening Comprehension Test	Surv	9-13	2	50 min	IR, DIR VOC, PM	Harcourt, Brace & World, Inc.
6. California Reading Test	Surv	1-14	4	20-50 min	VOC, GC	California Test Bureau
7. Chapman-Cook Speed of Reading Test	Surv	4-8	2	2½ min	SC	Educational Test Bureau
8. Chicago Reading Tests	Surv	1-8	3	31-45 min	WC, SM, PM	E. M. Hale and Co.
9. Detroit Reading Tests	Surv	2-9	2-4	5-8 min.	VOC, GC	Harcourt, Brace & World, Inc.
10. Developmental Reading Tests: Primary Reading	Surv	1-3	1	30-45 min	WR, GC, SC	Lyons and Carnahan
11. Developmental Reading Tests: Intermediate Reading	Surv	4-6	1	32 min	WR, GC, SC	Lyons and Carnahan
12. Diagnostic Reading Tests	Surv Diag	K-13	2-8	15-60 min	GC, OR	Committee on Diagnostic Reading Tests
13. Diagnostic Reading Test	Surv	1-8	1		SC	Scholastic Testing Service, Inc.
14. Durrell Analysis of Reading	Diag	1-6	1	30-90 min	DS	Harcourt, Brace & World, Inc.

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* See page 27 for a guide to abbreviations.

Summary of Reading Tests Which Assess Comprehension Skills, continued

	Test	Class	Range	Forms	Time	Skills	Publisher
15.	Durrell-Sullivan Reading Capacity and Achievement Texts	Surv	2.5-4.5	2	30-45 min	VOC, PM, WR	Harcourt, Brace & World, Inc.
16.	Dvorak-Van Wagenen Diagnostic Examination of Silent Reading Abilities	Diag	4-12	1		VOC, PM	Van Wagenen, Psycho-Educational Research Labatories
17.	Emporia Silent Reading Test	Surv	3-8	1		GC	Bureau of Educational Measurements
18.	Gates Reading Survey	Surv	3-10	3	45-60 min	SP, VOC, GC	Bureau of Publications
19.	Gates-MacGinitie Reading Tests	Surv	1-3	3	40 min	WR, SM, PM	Psychological Corporation
20.	Gates Reading Readiness Tests	Read	1	1	50 min	Readiness	Bureau of Publications
21.	Gates-McKillop Reading Diagnostic Tests	Diag	1-8	2	60-90 min	DS	Bureau of Publications
22.	Gilmore Oral Reading Test	Oral-D	1-8	2	15-20 min	OR, GC	Harcourt, Brace & World, Inc.
23.	High School Reading Test	Surv	7-12	2	40 min	PM	Acorn Publishing Co., Inc.
24.	Iowa Every-Pupil Tests of Basic Skill	Surv	4-13	4	45-60 min	WC, SM, PM	Houghton Mifflin Co.
25.	Iowa Silent Reading Test	Surv	4-13	4	45-60 min	WC, SM, PM	Harcourt, Brace & World, Inc.
26.	Kelley-Greeme Reading Comprehension Test	Surv	9-13	3	63 min	PM	Harcourt, Brace & World, Inc.
27.	Lee-Clark Reading Test-First Reader	Diag	1-2	2	25 min	DIR	California Test Bureau
28.	Los Angeles Elementary Reading Test	Surv	3-9	4	30 min	PM	California Test Bureau
29.	Los Angeles Primary Reading Test	Surv	1-3	4	10 min	PM	California Test Bureau
30.	McGuffey Diagnostic Reading Tests	Daig	4-6	1		GC	Educational Test Bureau

Summary of Reading Tests Which Assess Comprehension Skills, continued

Test	Class	Range	Forms	Time	Skills	Publisher
31. Metropolitan Achievement Tests	Read	1-8	3	45 min	PM, VOC	Harcourt, Brace & World, Inc.
32. Monroe Diagnostic Reading Examination	Diag	1-6	1	45 min		C. H. Stoelting Co.
33. Monroe Reading Aptitude Tests	Read	1	1	50 min	VOC	Houghton Mifflin Co.
34. Municipal Tests: National Achievement Tests	Read	3-8	2		SM, PM	Acorn Publishing Co., Inc.
35. National Achievement Tests: Reading Tests	Surv	4-9	2		SC, PM	Acorn Publishing Co., Inc.
36. Nelson Silent Reading Test	Surv	3-9	2	30 min	VOC, GC	Houghton Mifflin Co.
37. Nelson-Lohmann Reading Test	Surv	4-8	2		VOC	Public School Publishing Co.
38. Primary Reading Test	Surv	1	1		SM, PM	Houghton Mifflin Co.
39. Reading Comprehension: Cooperative English Test	Surv	7-12	4	40 min	LC	Cooperative Test Division, Educational Testing Service
40. Reading Test: National Achievement Tests	Surv	3-8	2	33 min	SM, PM	Acorn Publishing Co., Inc.
41. Sangren-Woody Reading Test	Surv	4-8	2	27 min	GC, DIR, OR	Harcourt, Brace & World, Inc.
42. Scholastic Diagnostic Reading Test	Diag	1-9	2		VOC, GC	Scholastic Testing Service, Inc.
43. Schrammel-Gray High School and College Reading Test	Surv	7-13	2	25 min	PM	Public School Publishing Co.
44. SRA Achieving Series: Reading	Surv	1-9	2		GC, PM	Science Research Associates, Inc.
45. SRA Reading Record	Surv	7-12	1	40 min	GC, PM, VOC	Science Research Associates, Inc.
46. Stanford Achievement Test Reading	Surv	2-9	3-5	40 min	VOC, PM	Harcourt, Brace & World, Inc.

Summary of Reading Tests Which Assess Comprehension Skills, continued

Test	Class	Range	Forms	Time	Skills	Publisher
47. Stroud-Hieronymus Primary Reading Profiles	Surv	1-2	1	40 min	WC, GC	Houghton Mifflin Co.
48. Survey Tests of Reading	Surv	3-13	2		GC, SM, PM	Psychological Institute
49. Test of Study Skills	Surv	4-9	2	60 min	CI	Stech Co.
50. Tests of Natural Sciences: Vocabulary & Interpretation of Reading Materials: Cooperative Inter-American Tests	Surv	8-13	2	35 min	VOC, GC	Cooperative Test Division, Educational Testing Service
51. Tests of Social Studies: Vocabulary & Interpretation of Reading Materials: Cooperative Inter-American Tests	Surv	8-13	2	35 min	VOC, INT	Cooperative Test Division, Educational Testing Service
52. Tests of Reading: Cooperative Inter-American Tests	Surv	1-13	2	25-50 min	GC	Cooperative Test Division Educational Testing Service
53. Thorndike-Lorge Reading Test	Surv	7-10	4	40 min		Bureau of Publications
54. Traxler Silent Reading Test	Surv	7-10	4	46 min	GC, WC, PM	Public School Publishing Co.
55. Van Wagenen Analytical Reading Scales	Surv	4-12	1		PM	Van Wagenen, Psycho-Educational Research Laboratories
56. Van Wagenen Comprehensive Reading Scales	Surv	4-12	1		PM	Van Wagenen, Psycho-Educational Research Laboratories
57. Van Wagenen Reading Readiness Scales	Read	K-1	1		L-VOC, SM	Van Wagenen, Psycho-Educational Research Laboratories
58. Williams Primary Reading Tests	Surv	1-3	2	20 min	VOC, SC	Public School Publishing Co.
59. Williams Reading Test for Grades 4-9	Surv	4-9	2	30 min	GC, INT	Public School Publishing Co.

comprehension skills

This cross reference list is of comprehension skills by reading level. These are the same skills that are used as a base for the activities section, however, they are listed here in the order that they are introduced in the basal readers. Please note that the levels referred to are *not* the administrative levels used to group retarded children but are grade levels of the readers: readiness, preprimer, primer, first, second, third and fourth.

You are cautioned not to use this list as a curriculum guide for your reading program. It would be a misuse of this document to teach only the skills listed under second reader level to your students who are presently reading on that particular grade level. Rather you should recognize that those skills are not, necessarily, the only ones included in the reader, but that they are commonly *introduced* at that level. A skill introduced at the readiness level, of course, may be practiced throughout the program. In this document, a skill is placed where it is usually introduced, but additional activities are provided to you for children who may be older or reading on more advanced levels. Therefore, please refer to the particular skill you feel your student may need practice, regardless in which level it may be placed.

The primary reason that the skills are *graded* in this document is for your recognition of how important the beginning steps are to a student's reading. More than one-half of all reading skills are introduced before the second readers! Most of the reading skills used in this book were introduced in the first, second, third and fourth *grades* in basal reading programs. Fifth and sixth levels primarily practiced and expanded the concepts introduced earlier. This list is, by no means, inflexible. It is merely a reference, a document which strives to achieve some organization and efficiency and, thus, to aid your reading instruction, not to replace it.

The comprehension skills are:

DEVELOP VOCABULARY
CLASSIFY INFORMATION
FOLLOW DIRECTIONS
FIND MAIN IDEAS AND/OR CHARACTERS
RECOGNIZE SEQUENCE OF EVENTS OR IDEAS
CRITICAL & CREATIVE READING
USE TYPOGRAPHICAL AIDS
USE PUNCTUATION AIDS
LOCATE INFORMATION & DETAIL
SKIMMING
RATES
SUMMARIZE

CROSS REFERENCE BY READING LEVEL

Level	Skill	Page
Readiness Level		
Listens for new words in stories	Dev. Voc.	43
Remembers new words	Dev. Voc.	44
Uses vocabulary in sentences	Dev. Voc.	45
Shows interest in written words	Dev. Voc.	46
Matches words with objects, people	Dev. Voc.	47
Sorts pictures	Class.	48
Distinguishes fact and fantasy	Class.	49
Follows simple one-word oral directions	Fol. Dir.	50
Finds main ideas in pictures	Main Idea	51
Recognizes picture sequence	Sequence	52
Relates a story to others	Sequence	53
Anticipates end of sentence	Crit. & Creat.	54
Anticipates outcome of story	Crit. & Creat.	55
Interprets pictures	Crit. & Creat.	56
Uses pictures to answer questions	Crit. & Creat.	
Reacts to mood	Crit. & Creat.	57
Participates in dramatic play	Crit. & Creat.	58
Locates titles	Typo. Aids	59
Listens for questions, statements	Punc. Aids	60
Distinguishes exclamation	Punc. Aids	60
Attends to details in pictures	Locates Info.	61
Reads simple maps, charts	Locates Info.	62
Approximately 20-word sight vocabulary (not necessarily "reading" words)		
Preprimer Level		
Uses picture and context clues	Dev. Voc.	63
Matches picture and word	Dev. Voc.	64
Sentence meaning	Dev. Voc.	65
Sorts pictures	Class.	66
Distinguishes fact and fantasy	Class.	67
Follows simple 2- or 3-word oral directions	Fol. Dir.	68
Follows simple written directions	Fol. Dir.	70
Follows directions independently	Fol. Dir.	71
Follows directions as part of group	Fol. Dir.	72
Reads short selection for main idea	Main Idea	73
Recalls and discusses main idea	Main Idea	74

Level	Skill	Page
Preprimer, continued		
Retells story	Sequence	75
Arranges events & phrases	Sequence	76
Draws conclusions, predicts outcomes	Crit. & Creat.	77
Recognizes titles	Typo. Aids	78
Locates quotations in stories	Typo. Aids	79
Listens for questions, statements	Punc. Aids	80
Listens for exclamation	Punc. Aids	80
Matches picture and text	Locates Info.	81
Skims to locate information	Skimming	82
Approximately 50-word sight vocabulary		
Primer Level		
Uses synonyms, antonyms & homonyms	Dev. Voc.	83
Distinguishes relevant vs. irrelevant	Class.	84
Recognizes nouns and verbs	Class.	85
Simple written directions, independent and group work	Fol. Dir.	86, 87
Dramatizes main idea	Main Idea	88
Sentence & story sequence	Sequence	89, 90, 91
Recognizes cause & effect	Crit. & Creat.	92
Selects and composes titles	Typo. Aids	94
Uses periods, question marks in writing	Punc. Aids	95
Matches phrase to text	Locates Info.	96
Reads to answer question	Locates Info.	97
Reads to identify speaker	Locates Info.	98
Skims to locate paragraph and page	Skimming	99
Approximately 80-word sight vocabulary		
First Reader Level		
Uses descriptive words	Dev. Voc.	100
Recognizes adjectives	Class.	101
Classifies object, words, phrases, titles, selections	Class.	102

Level	Skill	Page
First, continued		
Follows simple written directions, independently or in group	Fol. Dir.	103. 104
Associates title with main idea	Main Idea	105
Reads to find sequential plot	Sequence	106
Draws conclusions & predicts outcome	Crit. & Creat.	107
Makes inferences	Crit. & Creat.	108
Appreciates imagery	Crit. & Creat.	109
Appreciates literary style	Crit. & Creat.	110
Relates story to experiences	Crit. & Creat.	111
Tells own stories (written)	Crit. & Creat.	112
Interprets attitudes & feelings	Crit. & Creat.	113
Has empathy with characters	Crit. & Creat.	114
Uses quotations in dramatizations	Typo. Aids	115
Composes and selects titles	Typo. Aids	116
Locates paragraph identations	Typo. Aids	117
Uses periods, question marks, and exclamation points	Punc. Aids	118, 119
Reads to answer questions, identify speaker	Locates Info.	120
Skims to locate paragraph and page	Skimming	121
Approximately 140-word sight vocabulary		
Reads approximately 20-30 wpm orally with comprehension		
Reads approximately 80 wpm silently with comprehension		
Second Reader Level		
Understands multiple meanings	Dev. Voc.	122
Remembers vocabulary from unit study	Dev. Voc.	123
Classifies objects, words, phrases, titles, selections	Class.	124
Follows more complex written directions	Fol. Dir.	125
Finds main ideas, associates title	Main Idea	126
Reads to follow plot sequence	Sequence	127
Role plays, pantomimes stories	Crit. & Creat.	128
Identifies character traits	Crit. & Creat.	129
Uses voice intonation for interest	Crit. & Creat.	130
Finds titles, indentations for paragraph	Typo. Aids	131
Uses comma as pause	Punc. Aids	132

Level	Skill	Page
Second, continued		
Reads to answer questions, identify speaker	Locates Info.	134
Skims to locate paragraph	Skimming	135
Makes brief summary of story	Sum.	136
Summaries from charts, discussions	Sum.	137
Approximately 190-word sight vocabulary, reads in phrases		
Reads approximately 50-80 wpm orally with comprehension		
Reads approximately 115 wpm silently with comprehension		
Third Reader Level		
Appreciates figurative language	Dev. Voc.	138
Expands & practices	Dev. Voc.	139
Classifies objects, words, phrases, titles, selections	Class.	140
Follows more complex oral and written directions	Fol. Dir.	141
Finds supporting details to main idea	Main Idea	142
Reads to find plot sequence	Sequence	143
Creates own dramatics	Crit. & Creat.	144
Locates titles, quotations, paragraphs	Typo. Aids	145
Uses periods, question marks, explanation points, quotations, and commas	Punc. Aids	146
Reads to answer questions, identify speaker	Locates Info.	147
Skims to locate subtitles	Skimming	148
Skims to recall a sequence	Skimming	149
Skims to retell a story	Skimming	150
Makes cooperative summaries	Sum.	151
Approximately 240+ in sight word vocabulary		
Reads approximately 70-80 wpm orally with comprehension		
Reads approximately wpm silently with comprehension		
Fourth Reader Level & Above		
Continues to develop vocabulary	Dev. Voc.	152
Classifies details as to topics	Class.	153
Continues to follow more complex oral and written directions	Fol. Dir.	154

Level	Skill	Page
Fourth, continued		
Matches titles, pictures, stories	Main Idea	155
Outlining & summarizing	Main Idea	156
Finds key sentences	Main Idea	157
Reads to find sequence of events, plots	Sequence	158
Interprets author's style	Crit. & Creat.	159
Makes comparisons	Cirt. & Creat.	159
Identifies author's purpose	Crit. & Creat.	160
Reads orally to entertain	Crit. & Creat.	161
Plans dramatizations	Crit. & Creat.	162
Uses titles, quotations, paragraph indentations	Typo. Aids	163
Uses question marks, periods, exclamation points, quotations and commas	Punc. Aids	164
Continues to locate more complex detail	Locates Info.	165
Continues to skim and otherwise vary rate to type, level, and purpose of material	Skimming	166
Makes one-sentence summaries	Sum.	167
Continues to increase vocabulary		
Reads approximately 160 wpm with comprehension		

The following list of comprehension skills by specific skills serves as a helpful cross reference to the preceding list of skills by reading level. This list may be the most useful tool to teachers who have diagnosed an area of difficulty and now need ideas and activities with which to teach a particular skill.

The activities included in this section should be viewed as suggestions. They were designed to stimulate ideas and are completely flexible and should be adapted to your students. The backs of the pages were left blank purposefully in order to provide space for your own ideas. It is the hope that this document will be an ever-growing resource.

It should again be noted that the levels referred to in this section are *not* the administrative levels for the placement of students in MR classrooms. They are, rather, the reading grade levels in which the skill was introduced. Please remember that the skills and activities are placed in the order that they are introduced in a majority of elementary readers and that those skills should be practiced during each consecutive level. For that reason the following outline has been used as a guide in the preparation of the activities:

Kind of Comprehension Skill
Purpose of Activity

Activity described	Resources needed to present activity	Follow-up ideas (these often are take-home ideas)
	Motivation or introduction to activity	Variation of the activity which can be used with students with more (or less) skill

CROSS REFERENCE BY SPECIFIC SKILLS

Skill	Level							Page
Develop Vocabulary								
Has sight word vocabulary of 20 words approx.	R							
Has sight vocabulary of 50 words approx.		PP						
Has sight vocabulary of 80 words approx.			P					
Has sight vocabulary of 140 words approx.				1				
Has sight vocabulary of 190 words approx.					2			
Has sight vocabulary of 240 words approx.						3		
Listens for new words in stories	R							43
Remembers new words in context	R							44
Completes sentences	R							45
Shows interest in written words	R							46
Matches words with people, objects	R							47
Uses picture & context clues		PP						63
Matches pictures & words		PP						64
Gains meaning from phrases		PP						65
Uses synonyms & antonyms			P					83
Uses descriptive words				1				100
Understands multiple meanings (homonyms)					2			122
Remembers vocabulary from unit study					2			123
Appreciates figurative language						3		138
Expands & practices						3	4	139, 152
Classify Information								
Sorts pictures	R	PP						48, 66
Distinguishes fact & fantasy	R	PP						49, 67
Distinguishes relevancy & irrelevancy			P					84
Recognizes nouns & verbs			P					85
Recognizes adjectives				1				101
Classifies words, phrases, titles, selections				1				102
Expands & practices					2	3		124, 140
Lists details pertaining to topics							4	153
Follow Directions								
Follows simple oral directions	R							50
Follows simple pictoral directions		PP						68
Follows more complex oral directions		PP						69
Follows simple written directions		PP						70
Follows directions independently		PP	P	1				71, 87, 104
Follows directions within group		PP	P	1				72, 88, 105
Remembers several oral directions					2			125
Expands & practices						3	4	141, 154
Find Main Ideas and/or Characters								
In pictures	R							51
Reads short selections for main idea		PP						73
Recalls & discusses main idea		PP						74
Finds main idea for dramatization			P					88
Associates title with main idea				1				105
Expands & practices					2			126
Finds supporting details to main idea						3		142

Skill	Level							Page
Find Main Ideas and/or Characters, continued								
Matches titles with paragraphs, pictures, stories							4	155
Finds main idea for outlining & summarizing							4	156
Finds key sentences in paragraph							4	157
Recognize Sequence of Events								
In pictures	R							52
Relates a story to others	R							53
Retells story		PP						75
Arranges events & phrases in order		PP						76
Arranges sentences in order			P					89
Reads to find plot			P	1				90, 106
Recognizes sequence from story read			P	1				91, 106
Expands & practices					2	3	4	127, 143, 158
Critical & Creative Reading								
Anticipates words to end sentence	R							54
Anticipates outcome to story	R							55
Interprets & uses pictures to answer questions	R							56
Reacts to mood, reflects mood in voice	R							57
Creative dramatic play based on story	R							58
Draws conclusions & predicts outcomes orally		PP						77
Recognizes cause & effect			P					92
Draws conclusions & predicts outcomes from stories they have read				1				107
Makes inferences				1				108
Appreciates imagery				1				109
Appreciates literary style				1				110
Relates story to experiences, tells own stories				1				111
Composes own stories				1				112
Interprets attitudes & feelings				1				113
Has empathy with characters				1				114
Role plays & pantomimes					2			128
Identifies character traits					2			129
Uses voice intonation creatively					2			130
Creates own plays						3		144
Interprets & compares author's style							4	159
Identifies author's purpose							4	160
Reads orally to entertain others							4	161
Plans dramatizations							4	162
Use Typographical Aids								
Locates titles	R	PP						59, 78
Composes & selects titles			P	1				94, 116
Recognizes quotations		PP	P					79, 93
Uses quotations				1				115
Uses paragraph indentions				1				117
Uses chapter & selection titles					2			131
Expands & practices						3	4	145, 163

Skill	**Level**							**Page**
Use Punctuation Aids								
Listens for questions, statements, exclamation	R	PP						60, 79
Uses periods, question marks, exclamation points			P	1				95, 118
Uses quotation marks				1				119
Uses comma					2			132, 133
Expands & practices						3	4	146, 164
Locate Information & Detail								
Attends to details in pictures	R							61
Reads simple maps, graphs, charts	R							62
Matches picture		PP						81
Matches pictures, phrases to text			P					96
Reads to answer question			P	1				97, 120
Reads to identify speaker			P	1				98, 120
Expands & practices					2	3	4	134, 147, 165
Skimming								
To locate information on page		PP						82
To locate information in paragraph			P					99
To answer specific question				1	2			121, 135
To locate subtitles						3		148
To recall sequence						3		149
To retell a story						3		150
Expands & practices							4	166
Summarize								
Briefly summarizes story, unit or book					2			136
Summarizes from chart, discussion					2			137
Cooperative summaries						3		151
One-sentence summaries							4	167
Rates (Approximate according to purpose of reading)								
Approximately 20-30 wpm orally*				1				
Approximately 50 wpm silently**				1				
Approximately 50-80 wpm orally* in phrases					2			
Approximately 115 wpm silently**					2			
Approximately 70-80 wpm orally* in phrases						3		
Approximately 138 wpm silently**						3		
Adjusts rate to type, level, & purpose of material							4	
Approximately 160 silently**							4	

* from *Curriculum for Special Education,* Book 1 Teachers Guide, Rochester, Maryland.

** from Harris, pg. 509.

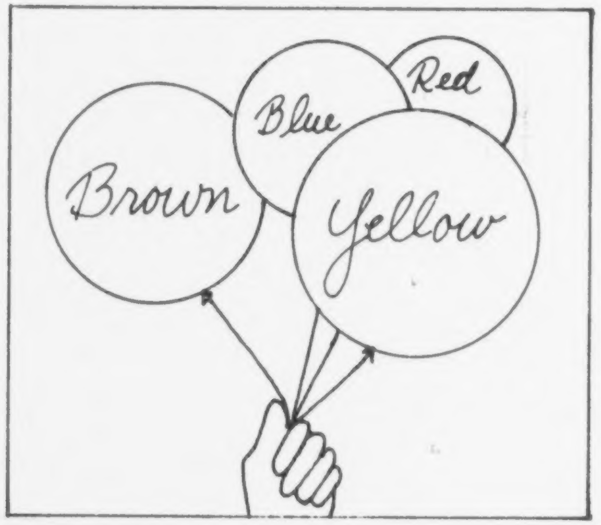
READINESS

DEVELOP VOCABULARY

Purpose: Children can identify chosen *new* words when hearing them in stories read aloud.

Activity

After a discussion of the chosen word (i.e., brown) and after the children have had adequate experience with the word, ask them to touch their brown shoe, or brown hair, or brown chair whenever they hear the word in a story or poem.



Resources

O'Neil, Mary. *Hailstones & Halibut Bones,* New York: Doubleday Co., 1961, or any other story using color words.

Motivation

Bulletin Board of Colors

Find brown things in room.

Make up poems about brown:

Brown is the tree trunk so tall and sturdy.
Brown is the soil which makes our hands dirty.
Brown is a delicious chocolate ice cream cone.
Brown is the forest deer, standing all alone.

Follow-up

Make booklets with brown covers. Ask

Ask the children to find pictures out of magazines at home, or to draw with a crayon, of things that are brown.

Have someone at home label the pictures in their books.

Using the pictures make up riddles of things that are brown, mixing in things that are not brown. Let children respond by identifying the brown things by clapping, etc.

Variation

After discussing the vocabulary words that the children will be hearing in their work and practice spelling them, ask them to make a list of the new words they hear in the paragraph read aloud.

DEVELOP VOCABULARY

Purpose: Children can remember new words and will demonstrate this by recognizing them in a different context.

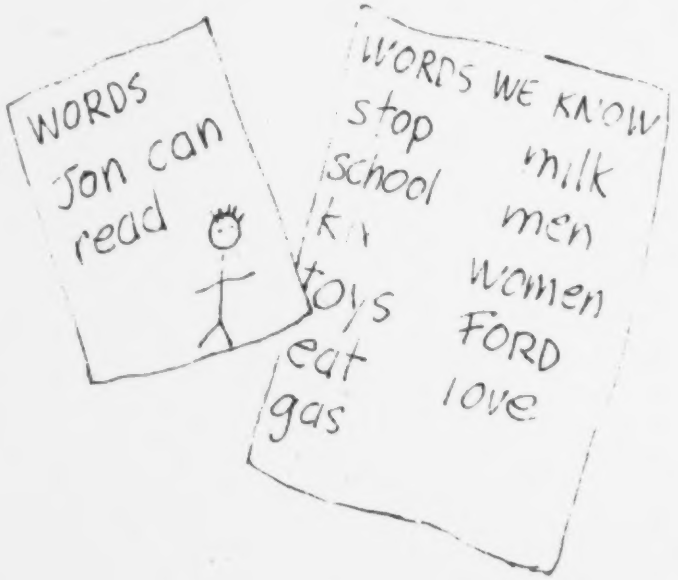
Activity

(Refer to *Language Experiences in Early Childhood,* Encyclopedia Britannica, pg. 140.)

Help each child to find a word or words that he can read in a magazine or newspaper. (Some may not be aware that they are choosing words until they see others cutting out words they see on signs, TV, etc.)

These can be pasted in the paper booklets and shared.

After some practice, ask each child to volunteer a word for a class chart. Let him tell where he learned to read the word and share other interesting information about it. When each child has contributed, ask the group to read a word that they didn't find. Soon many children will learn to recognize most of the words on the chart.



Resources

Magazines, newspapers
Scissors, paste
Blank booklets with colored paper covers

Motivation

Children become aware of words and what they mean at an early age. At home they are bombarded with advertisements on food products, toys, TV, etc.; at school they hear and see words around them constantly.

Capitalize upon their interest early by letting them show others the words they can *read.* (If the home environment is especially stark and void of enrichment, be certain to supplement by having plenty of real containers with product names in your classroom *store.*

Encourage children to try and find *new* words that they see in the magazines. Offer much positive reinforcement for their efforts.

Follow-up

After the booklets are completed and after each child has had sufficient practice reading his words, encourage them to take them home and share them with their families.

For those children who can read words off the class chart, have them copy the words they can read the word should be seen during class participation: after a child reads one word, he can copy it in his book.) These lists can then be taken home later.

Variation

After walking through the school, neighborhood, store, etc. and after noticing the signs; help the children make a list of the words they can read. Class charts and/or individual booklets can be started.

By encouraging students to share the things they can already do adds a greater feeling of self esteem. Guidance through vocabulary which may be based on a unit, but which has meaning in their context is a useful tool to instruction on any level.

DEVELOP VOCABULARY

Purpose: Children will complete sentences with appropriate words.

Activity

After determining that the children know the vocabulary words and have had some experiences using them, hearing them used, etc. Have the students finish sentences such as these:

zoo farm museum circus

1. We can see animals from all over the world in a __________ .
2. My friend raises cows on his _______.
3. Sometimes stuffed animals are shown in a __________.
4. Animals that do tricks make us laugh when we go to the _________.
5. I rode on an elephant when I went to the _________
6. I rode the pony at the ________.
7. I rode the Bamboo Express to see the animals at the ________.
8. I cannot ride the animals at the _______.

Resource

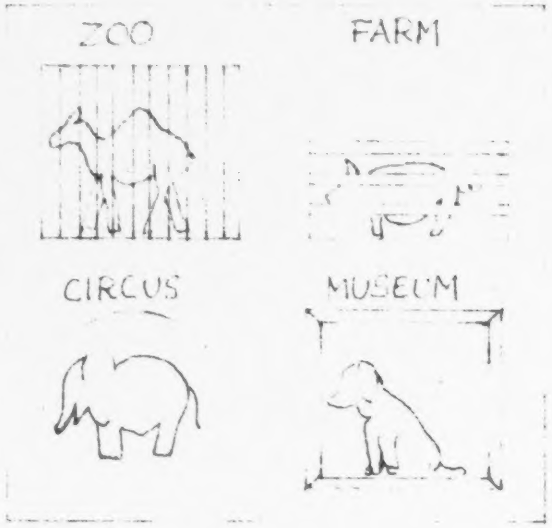
Possibly the experience charts that were made after field trips.

Experience-based words that have been discussed orally

Motivation

Field trips

Charts of animals that are found in the places that were visited.



Follow-up

During spare minutes of the day have the children think up riddles to ask their parents, or someone at home, of places animals can be found.

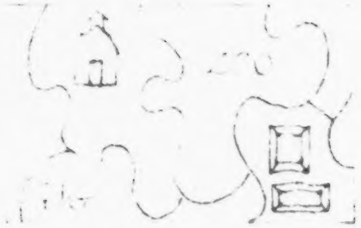
I saw a grey hippopotomus when I went to the ______.

I saw a pink horse with a lady on his back at the ________.

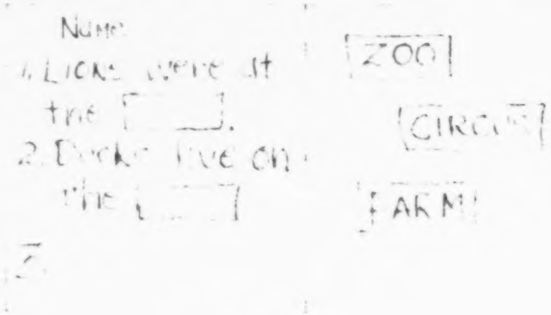
Variation

Writing responses

Puzzles:



Cut and paste activities using printed words or pictures.



DEVELOP VOCABULARY

Purpose: Students show active interest in written words.

Activity

Refer to *Learning About Sounds and Letters,* Teacher's Guide, pg. 42, Ginn 360, Level 1, Ginn & Co., Boston, Mass.)

Discuss the idea of favorite words. Let each child tell one of his favorite words. When each one has had a turn, ask what might be done so that all of the words can be remembered, eliciting the response that the words can be written down. Write on the board each child's word. When the list is completed, find Jill's word, etc.

Jill – mother
Mark – baseball
Sara – playing

Resources

Chalkboard, or chart paper

Motivation

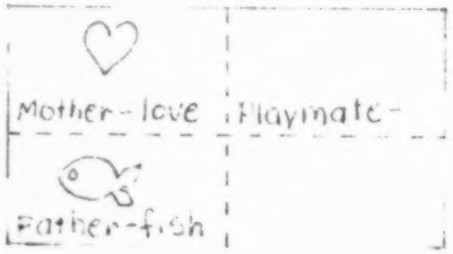
Play *I'm going on a trip to Constantinople and I am going to take a* __________. Each child repeates all other words and then adds his own.

Read *Eletelephony* by Laura E. Richards, emphasizing the funny words.

Once there was an elephant,
Who tried to use the telephant–
No! No! I mean an elephone
Who tried to use the telephone.
Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee.

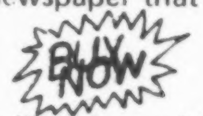
Follow-up

Give the children papers to be filled in with pictures of other people's favorite words. They can ask their parents what their favorite word is and to write it on the paper to be illustrated by the child.



Variation

Find words in the newspaper that try to sell something.



Match shapes of familiar signs with words.

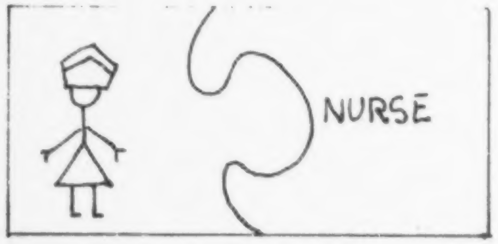
Label things in the room.

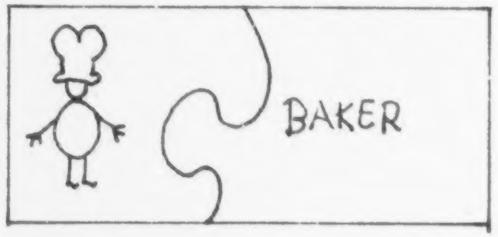
DEVELOP VOCABULARY

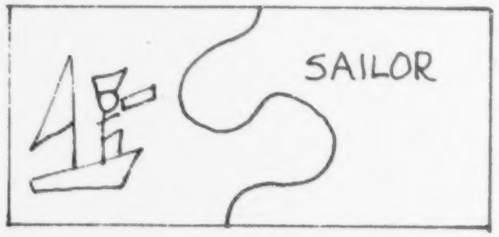
Purpose: Children can match names with the picture.

Activity

Show the group of children pictures of many workers and talk about the names of these different people and about their jobs. Then let the children work independently matching the names with pictures on teacher made puzzles. Since the puzzles will not allow the child to err, children may work at their own pace examining each picture and written name as long as he pleases.







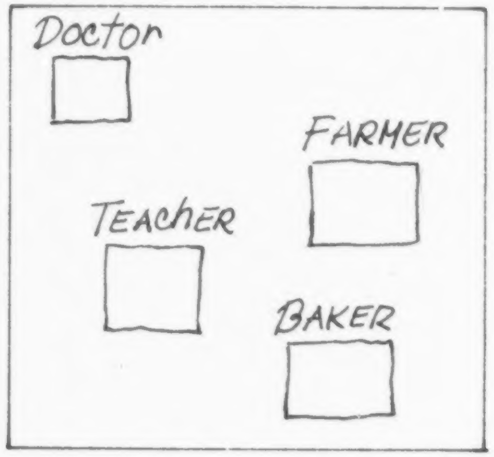
Resources

Pictures from the *Peabody Language Development Kit,* American Guidance Services, Inc., Circle Pines, Minn.

The *I Want To Be Series* by Children's Press, Chicago, Ill. Teacher made puzzles.

Motivation

Bulletin board made from pictures from Peabody Kit after discussion.



Read stories from *I Want To Be Series.*

Follow-up

Children take turns telling what they want to be when they grow up.

Discussion of their parent's occupation and what the occupation involves after talking with Mom and/or Dad at home for specifics. Children, on their way home from school, look for and remember workers that they see. Have someone at home make a list to bring to school the next day.

Variation

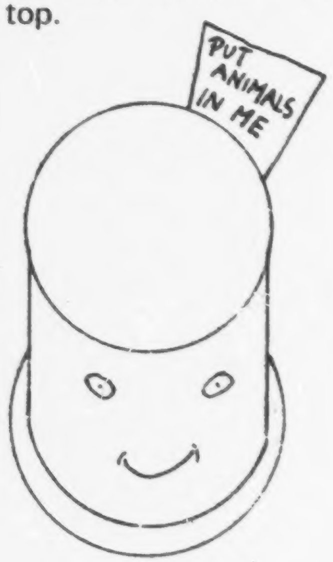
Matching names with pictures of familiar products.
Matching names with places:
Restroom, Theater, Bus Stop,
Drug Store, Hospital, School, etc.

CLASSIFY INFORMATION

Purpose: Children will learn to classify familiar pictures.

Activity

At the conclusion of a group lesson on classifying (people-animals or hard objects-soft objects) let the children enjoy sorting activities again and again. Use ice cream containers for holding picture cards as they are sorted. Fasten the lid to the bottom and place a card with picture clues on the top.



Resources

Picture cards to sort.
Decorated ice cream cartons.
Labels for cartons.

Motivation

Group lesson in three steps.
1. Teacher shows the child a picture *this is hard.* Repeat with several examples.
2. Ask child *where is a hard object? find a hard object.* Repeat always using the word you want the child to learn.
3. Much later or if concept is easily learned *what is this?*

Poems

FEELING THINGS

Sticky is the paint Daddy put on the door.
Sticky is the chewing gum dropped on the floor.
Soft are the marshmellows so round and white.
Soft is the pillow for my head at night.
Smooth is the ice on which you skate.
Smooth is the pudding you just ate.
Hard is the raw carrot on which you crunch.
Hard is the lollypop to lick after lunch.
Hot is the soup when your first sip you take.
Hot is the oven when a cake's to bake.
Sharp are the quills of a porcupine.
Sharp are the icicles in winter you find.
Sharp are the edges of a sharp toothed saw.
[illegible] his jaw

Follow-up

Sorting dishes after supper.
Sorting silverware
Sorting clothes (mother's, father's, child's)

Variation

Older children can classify words from reading vocabulary. Play game *Animal, Vegetable, Mineral.*

Write poems.

CLASSIFY INFORMATION

Purpose: Student will determine whether the situation is fact or fantasy.

Activity

Read some sentences to the class and ask whether what happened was something that could be real or made up.

1. When Pinocchio told a lie his nose grew longer and longer.
2. Lassie rescued the little duck from the oily pond.
3. The Troll said, *Who's that tripping over my bridge.*
4. Jack sold his cow for some beans that grew into the clouds.
5. Willy the Whale can jump through a hoop.

Resources

Sentences

Motivation

Read several fantasy stories and ask the children to role play the situation. Compare the action to what they can or cannot really do.

Read *Pretending*[*] by Harry Behn

Of course I'm me but after that
Nobody knows that I am a cat.
Nobody knows that I am a hill
Sitting and listening very still.
Nobody knows when I sway and sway
I'm being a tree on a windy day.
Mummy calls me her precious lamb
But never the other things I am,
And I am glad, cause, who would hug
A frog or a bee or a waterbug?

Talk about pretending. What do the children pretend to be?
Can they really do the things they pretend?

Follow-up

Watch TV commercials and determine which ones can really happen and which ones are pretend situations.

Variations

Have the children find pictures that show real situations and fantasy situations. Make a chart.

Write stories (such as *Pretending*) about people they would pretend to be if they could be someone else.

Choose a fantasy character and make up a story about things it does.

---

[*] Refer to *Windy Morning,* Harcourt & Brace

FOLLOW DIRECTIONS

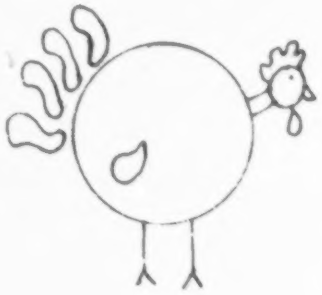
Purpose: Children follow simple directions when given orally.

Activity

Read the poem *Turkey* to the children asking them to follow your directions to see what they can make. Have the various shapes already cut for the children to place as you read the directions. Go slowly at first and perhaps place the shapes without pasting. Reread for final copy.

TURKEY

First you draw a nickel
Now you draw a little pickle
Add three more for company
Can you guess what this will be?
At the bottom, make one twig
Then another, just as big
Here you draw a leaf-shaped thing
Which turns out to be a wing.
Head and neck then lines will be
Now just dot an eye to see
More can easily be made
Watch the turkeys on parade!



Resources

Turkey poem.
Parts of turkey already cut out.

Hokey Pokey

Motivation

Give directions to the children which require an action response:
- Everyone wearing red shoes stand up.
- Those wearing red shoes stand up.
- Those wearing blue clothes tap a foot.
- Everyone with blond hair turn around.

Give directions which require the children to understand and use prepositions:

- Everyone get *under* your desk.
- Put your hand *under* your chin.
- Put your hand *over* your head.
- Put your elbow *in front* of your knee.

Follow-up

Play game of Hokey Pokey.

Variations

Provide each child with a flashlight.
Turn off the lights and leave the room
in the darkness.
Have the children turn on their flashlights.
Give them oral directions such as:
- Shine your light on the ceiling, floor, blackboard.
- Shine your light on the teacher, various students.
- Shine your light on your knee, elbow, feet.

FIND MAIN IDEAS AND/OR CHARACTERS

Purpose: Children will identify the main character.

Activity I

Assign children to cut large, colorful pictures magazines and mount them on pieces of construction paper for display. Ask them to choose the most important person, or thing, in the picture and make up riddles about it:

> The most important thing in my picture
> is going to ride in the car. What is it?
> The most important person in my picture
> has a red coat. Who is it?

Activity II

Read short nursery rhymes or folk tales to the class. Break into two- or three-men teams and ask them to act out what happened in the story. The *audience* tries to guess which story it is by watching the characters.

Resources

Magazines
Paste, scissors
Construction paper

Familiar nursery rhymes and folk tales.

Motivation

Talk about who the most important person is in their families, neighborhoods, town, world. Why?

Make a list of the children's favorite TV shows and which characters in the shows are the most important ones.

Follow-up

Find two more pictures in magazines and/or newspapers and circle the thing that is most important in them. Have their parents listen to why they think that character or thing is most important and *star* the pictures.

Make a list of the most important characters in the TV shows that they watch at home this evening. (Or from the story their parents read to them.) The *list* may be drawings.

Variation

Make up titles for pictures from the newspapers that state the main character and action.

DOG SAVES CHILD
MAYOR WINS ELECTION

Make *book reports* by making drawings or staging short plays of what the most important person or thing does in the story.

RECOGNIZE SEQUENCE OF IDEAS

Purpose: To help children determine sequence of pictures.

Activity

Prepare a series of pictures by cutting and mounting on tag board. Tell a story about them. Place the pictures on the chalk ledge in improper order. Ask the children to arrange the pictures according to what comes *first, second, next, last.*

Cut and Paste activities, such as a series of four pictures of a child preparing for school. First the child wakes up. Then the child puts up his pajamas. The child is dressed except for his shoes. He goes outside to wait for the school bus.

Resources

Prepared pictures to use for story sequencing.

Prepared dittos for the children to cut and paste. Construction paper shapes.

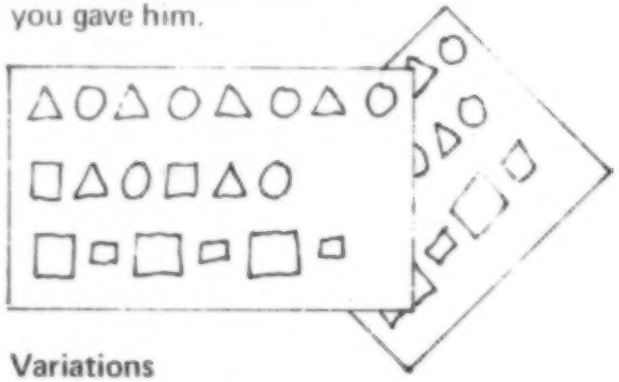
Motivation

Flannel board activities where the teacher makes a pattern to be copied by individual children as they come to the board.

Stringing beads in patterns. Red and blue, red and blue. Then with more colors and additional shapes according to the children's abilities.

Follow-up

Take home a set of shapes to be put into a pattern by the child by pasting to a prepared paper. Be sure to have clear, simple directions for those at home in case the child forgets the directions you gave him.



Variations

Sequencing paper chins of orange and black (Halloween) of red and green (Christmas).

Have children make own drawings of experiences that show changes.

Example:

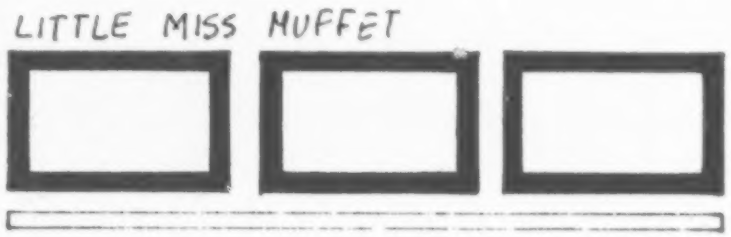
Watch during lunch. How does an apple look before eaten? Half eaten? and when you are down to the core? Many of these ideas could be used . . . apples, sandwiches, candles, person eating hot dog, and empty glass. . . filled with milk . . . half gone . . . empty dirty glass

RECOGNIZE SEQUENCE OF IDEAS OR EVENTS

Purpose: Students will relate proper sequence to others.

Activity

Using the plots of favorite and familiar nursery and folk tales, break the class into three man groups and assign a different story to each group. One child is to draw a picture of what happened first, one of the middle, and the third of the end of the story. These can be mounted and placed in a mixed order on the chalk tray with the title of the story indicated. The children are asked to *fix* the story pictures to show what happened. (Can sort the pictures in several ways to give each child a turn, or some children more practice.)



Resources

Paper, crayons
Construction paper and paste
Title of stories written along chalk tray.

Motivation

Play *What Happens First?*
Try to trick the children by mixing up familiar experiences:

1. I got up this morning, came to school, and put on my clothes.
2. We put on our shoes, then our coats, then our socks.
3. One, three, two
4. A,B,C,D,E,G,F

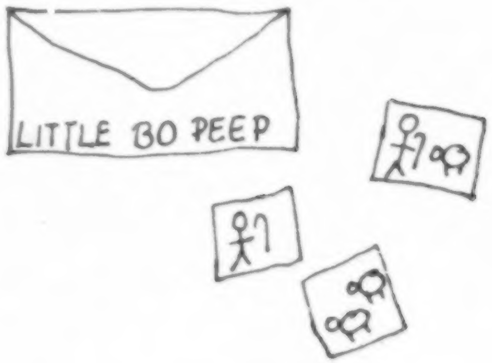
Follow-up

Tell the children to make a special effort to remember everything they did on the way home from school and to tell their mothers (or in school, or at recess, etc.).

Variation

Memorize repetitive poems like *This is the House that Jack Built* or *There was an old Woman who Swallowed a Fly* for class performance.

Make puzzles from familiar story plots to use in *Free Time.*



CRITICAL AND CREATIVE READING

Purpose: Children will anticipate an ending to a sentence.

Activity

As you read stories to children, leave out the last word in a sentence with an obvious outcome:

> As I was going to St. Ives
> I met a man with seven _______.

> "Who will help me grind this wheat into flour"? asked the Little Red Hen. Said the cat, " _______________."

> "Now it's time for _________."

Resources

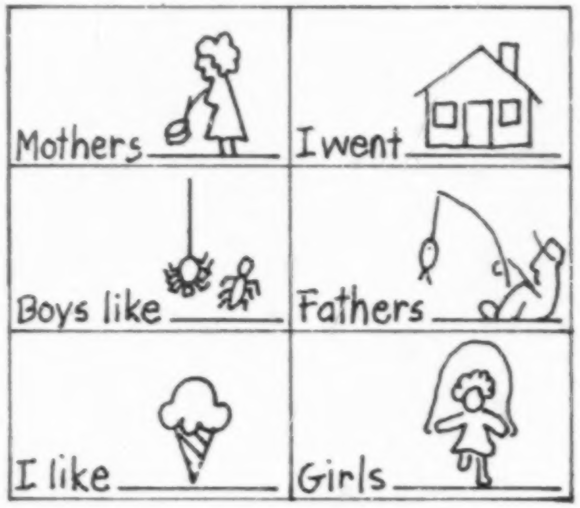
Sentences

Motivation

Read aloud for simple books with much repetition and/or rhyme.
Let children say the lines with you.

Follow-up

Take home paper:



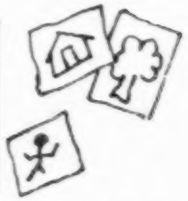
Variation

Match sentences and endings.

Fish	bark
Dogs	moo
Cows	swim

Cut and paste drawings which end the sentence.

Mary saw ___
Dick met ___
Tip went ___



Let children make up the sentences for others to finish.

CRITICAL AND CREATIVE READING

Purpose: Children will finish a story.

Activity

Read short, unfinished stories to the class. Let them tell how they think the story might end.

It was a cold, dark evening near Halloween when Pete's dog, Pepper, ran away from home. Pete looked everywhere for Pepper; under the steps, behind the fence, in the vacant lot across the street. Just as he was about to give up, he heard a sound coming from a box on the porch. Carefully he picked up the corner and peeked in. There he saw . . . .

Mary Ellen was on her way home from school that Friday when she found a ten dollar bill laying on the sidewalk. She looked up and down the street, but the only person she saw was a little old man with a torn coat and baggy pants. Mary Ellen thought of the nice things she could buy with all that money. She thought of the warm supper the old man might miss if he lost the money. She reached down and picked up the bill and . . . .

Resources

Several unfinished stories.

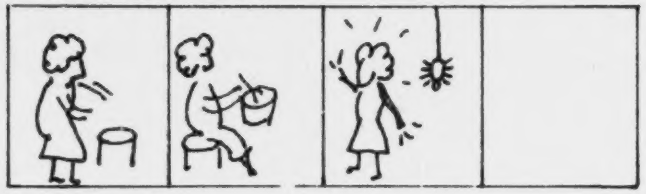
Motivation

Let the children provide the usual endings to familiar stories. Ask them if they were the author, would they change the end of the story and how?

Follow-up

Locate and tear out stories in old readers that the children can take home. (Readiness books often have picture storeis that can be used.) Make a booklet from two or three pages, but leave the ending blank for the children to provide with drawings or by telling their parents what to write to end the story.

LITTLE MISS MUFFET



Variation

Filmstrip stories can be stopped before the ending.
Let children tell what they think will happen.

Older children can supply endings of simple stories by writing the concluding chapter.

CRITICAL AND CREATIVE READING

Purpose: Children can interpret picture and use pictures to find answers to questions.

Activity

(Refer to *Getting a Head Start,*
Manual, Houghton Mifflin Co., p. 87.)

Use a picture of a familiar scene to stimulate a discussion such as the one that follows:

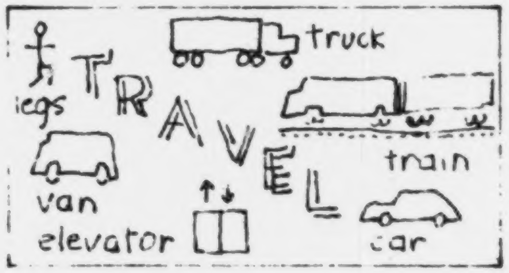
> Where do you think these children are? Is this school in a big city or in the country? How can you tell? How do you think this boy got to school? Can you find another child who came to school in the same way? How did these children get to school? Why do some children ride to school on buses? How did you come to school today? Do you ever come another way? How? Which do you like better? Do you go faster walking or riding a bus[Is it faster to ride on a bike or to ride in a car or bus? How is the school in the picture like your school? How is it different from yours? Would you like to go to this school?

Resources

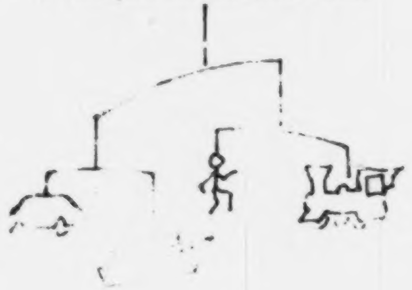
Picture of children on their way to school by bus, bicycle, foot, etc.

Motivation

Bulleting board of different means of transportation.

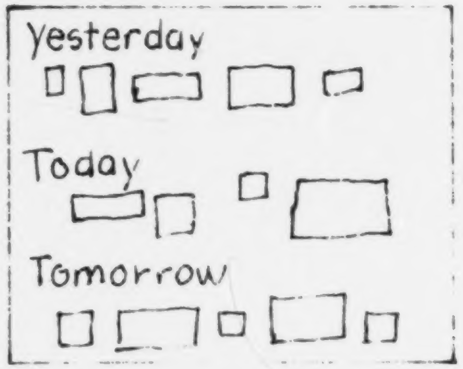


Transportation mobiles.



Follow-up

Have the children ask their parents and grandparents, if possible, how they got to school. Make a chart of the ways people can travel.



Variation

Use the Peabody Language Kit Story Pictures for additional activities.

Using famous pictures of scenes of history and those of modern times, promote a discussion of what the children see and how the pictures are different from what they see around them.

CRITICAL AND CREATIVE READING

Purpose: Children will show a reaction to the mood of a story.

Activity

Read a story which has a variety of moods expressed, an action-packed plot, and a central character which is of an extreme and with whom it is easy to identify.
Read in a natural voice without exaggeration.

Ask the children to role play their favorite parts of the story. Enrich their plays by leading them to perform like they think the character would have done.

Resources

Storybook, such as *Old Black Witch!* by Wende & Harry Devlin, Parents Magazine Press.

Props such as scarves, hats, broom, etc.

Motivation

Encourage reactions to stories and expressions of enjoyment, surprise, anger, etc. as children listen to stories. Allow dramatic play of familiar situations.

Follow-up

Play a *Pretend You're . . . .* game with someone at home.

Pretend you're a scared little puppy.

Pretend you're a mean, ugly witch on Halloween.

Pretend you're a beautiful princess locked in a dungeon.

Variation

Ask children to read a variety of sentences in different ways:

Eat this apple, my dear,
said the wicked witch.
said Mother, kindly.
said Mother, handing John
the red apple.

Pantomimes are fun to act out and demand an exaggeration of moods.

CRITICAL AND CREATIVE READING

Purpose: Children will use dramatic play based on stories they have heard to express themselves creatively.

Activity

Allow children to bring old clothes from home for *dress up* including scarves, feathers, shoes, etc. Encourage dramatic play by designating one corner of the room as a theatre with simple props. Plays may be as simple as acting out roles of family members and as complex as creating whole playlets around the sequence of a story.

Motivation, enrichment, and providing the opportunity are keys to dramatic play.

Ten Little Indian Boys*

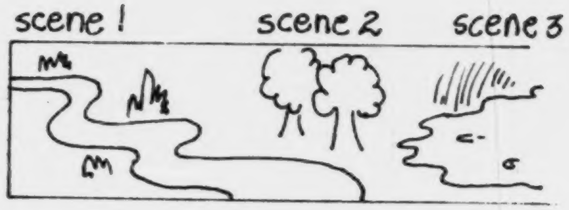
One little Indian boy making a canoe,
Another came to help him and then there were two.
Two little Indian boys climbing up a tree,
They spied another one and then there were three.
Three little Indian boys playing on the shore,
They called another one and then there were four.
Four little Indian boys learning how to dive,
An older one taught them and then there were five.
Five making arrows then from slender shining sticks,
One came to lend a box and then there were six.
Six little Indian boys wishing for eleven,
One only could they find and then there were seven.
Seven little Indian boys marched along in state,
One joined the growing line and then there were eight.
Eight little Indian boys camping near the pine,
One came with bait for fish and then there were nine.
Nine little Indian boys growing to be men,
Captured another brave and then there were ten.

Resources

Any story or poem that allows action and stimulates creative images.

Motivation

Preparing costumes and props.



Follow-up

Let them present their plays to another group.

Variation

Pantomime stories using props.

Using masks instead of costumes.

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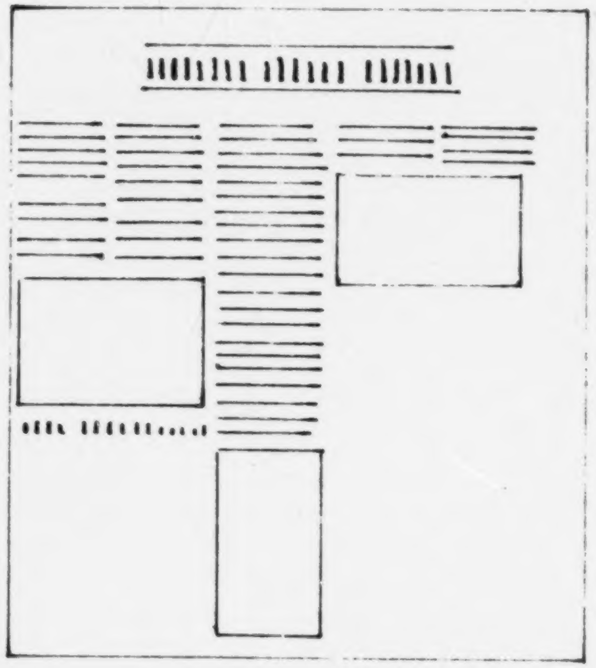
*from M. M. Hutchinson, *Let's Enjoy Poetry* by G. N. Edwards, Houghton Mifflin Co

USE TYPOGRAPHICAL AIDS

Purpose: Children become aware of titles and learn to locate and use them.

Activity

Using magazines and newspapers. Talk about names and associate *names* of the books or newspapers with the new expression *title*. Children may already be able to identify the name of the local paper and some magazines, such as *Life*. Discuss ways you can differentiate title from other writing on the book. (Larger letters, all capitals, position on page.) Using a large assortment of magazines, newspapers, and children's books let each child find the titles, pointing them out to the rest of the class members.



Resources

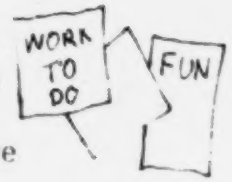
Assortment of magazines, the local newspaper, and various children's books especially those with colorful or other wise impressive titles.

Motivation

Have the librarian of the school come to the classroom or go to the library to see all the books and emphasize the titles of the various books. Perhaps the librarian can also leave some book jackets for an attractive bulletin board.

Also for motivation, you might plan this activity for a time when new readiness books or work books may be distributed.

Follow-up



Teacher could arrange a portion of that day's or week's work in the form of booklets. Have the children find and color the titles before beginning other work.

Ask the children to watch for titles on television when they go home. Also ask them to look for titles on their books at home, magazines at home, magazines at home, and to bring you the title from the newspaper or magazine after Mom and Dad have finished it. Discuss the next day the titles that they bring and the titles of favorite T.V. shows.

Variation

Use various levels of books according to the level of your class.

USE PUNCTUATION AIDS

Purpose: Children listen for questions, statements, and exclamation.

Activity

Explain to the children the principles involved in basic punctuation. Some sentences ask a question and when they do the voice has a rise in inflection and pitch. While other sentences that we use just tell us things and is the way we speak most of the time with the pitch of the voice falling at the conclusion of the statement, face changes. Exclamations show surprise and anger. After the child has been presented with this limited bit of knowledge, examples will best illustrate your point and be more meaningful than further explanations.

Have the children nod their heads when you read a statement. Mix in very few of the others until most children are responding correctly. Continue with the same process using statements and exclamations.

If children exhibit adequate understanding read a mixture of the three types having different actions for each.
Nod your head for statements.
Raise your hand for questions.
Touch your shoe for exclamations.

Resources

Have on hand examples of all three types of sentences for ease of presentation.

Motivation

Before formal explanation try leading the class into their own discovery by use of examples.

Example:
How are you feeling today?
rather than
I feel fine.

Elicit the response that you have to answer.

I'm so mad!
I can't believe it!

Elicit the fact that this shows feeling more than others.

Follow-up

Let children take turns asking questions and supplying answers.
Use a similar procedure for exclamations.
If the children have difficulty with exclamations you can ask leading questions such as:
How would you feel if a dog ate your ice cream?

Variations

Children take dictation of sentences filling in correct punctuation where indicated by the teacher's voice pattern. Or supply the sentences so that the child only has to put in the mark.

LOCATE INFORMATION AND DETAIL

Purpose: Children find information and details in pictures.

Activity

(Refer to *Getting a Head Start,* manual, Houghton Mifflin Co., pg. 57.)

Show the class a picture of children playing at school. Children examine the picture thoroughly and answer questions such as:

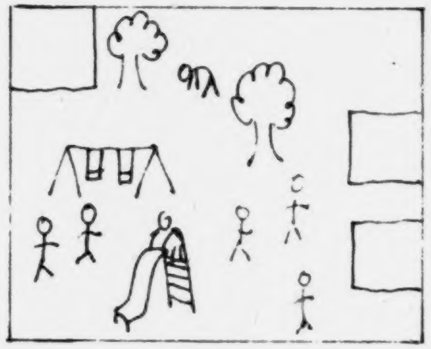
- Where are the children?
- What play equipment do you see?
- Do you see the teacher what is she doing?

After this preliminary examination ask the children to look again and answer these questions.

- What time of year is it?
- How do you know? (winter coats)
- Are some of the children having a good time?
- Which ones?
- How do you know? (smiles)
- Are some of the children not having a good time?
- Why might they not be?
- Do you suppose these children live in the city or country? (city with buildings)
- What time of day must it be?

Resources

Picture of children playing at school.



Motivations

Show the class a photograph that you have taken previously of them. Ask the children to remember to figure out the season, who was happy, who was sad, and what they were doing Also explain that a photograph is the way you record action--by stopping it.

Follow-up

Have the children make up a story about the picture as a group, naming some of the children and telling why some of them are having a good time while others are not.

Children cut pictures out of magazines according to the details given by teacher.
People that are happy.
People that are sad.
Pictures of the summertime.
Pictures of the wintertime.

Variations

Have children analyze pictures and write their impressions or answers to the questions.
Have children write stories about the pictures.

Any picture that has detail can be used. This could be correlated with History or Social Studies lessons.

LOCATE INFORMATION AND DETAIL

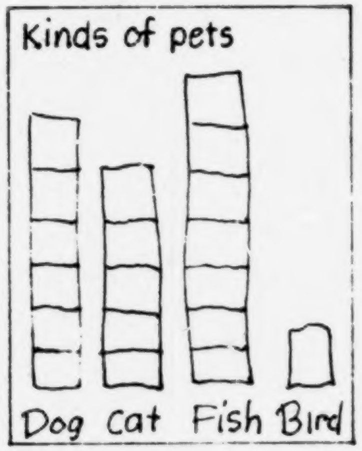
Purpose: Children will demonstrate ability of locating information on simple maps, graphs, charts.

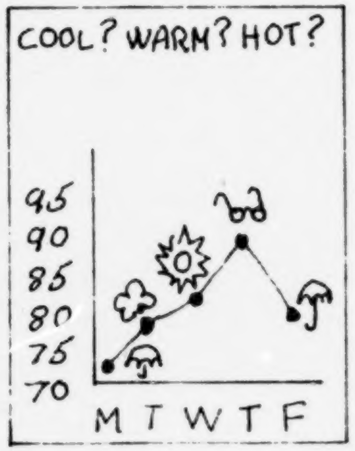
Activity I

Using butcher paper, milk cartons, and other props make a scale sized map of the classroom Ask the children to locate and label their own desks, etc.

Activity II

Use a graph or chart to record information such as how many children are in the class today, what the temperature is, how many children with brown hair, etc.





Resources

Paper on a flat surface, such as a table, or floor; milk cartons or boxes for desks, cardboard or construction paper for other items in the room; paint or colors; paste; small labels.

Chart tablet, paper, or squared paper.
Information that the children can record and count.

Motivation

Ask the children how Dad knows where to go when he is in a different city or when he is taking a trip, eliciting the response *by using a map.* Ask them what a map is.

By writing something down you can remember it at a later time. By recording onto tape, you can play it back and remember what happened. A chart is a kind of recording, too. Early charts were beads on a string, later drawings. Ask what kind of charts the children have seen.

Follow-up

Get a map of the city and mark the places that the children have been to visit or view something. Label areas. Make a chart.

Ask each child to make a map of his bedroom on a piece of paper. Have the parents help label.

Variations

Make a map on the floor with tape and use blocks.

Take a trip around the school and make a map of the places the children need to go: gym, nurse's office, principal's office, etc.

Have the children keep a chart of how many 100s they earned each day of one week.

Show examples of different kinds of graphs and charts: bar graphs, etc.

PREPRIMER

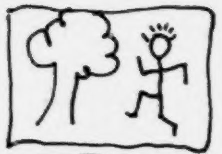
DEVELOP VOCABULARY

Purpose: Students will use picture and context to aid vocabulary development.

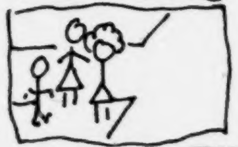
Activity

(From *A Duck is a Duck and Helicopters and Gingerbread,* Skills Handbook, Ginn & Co., pg. 9.)

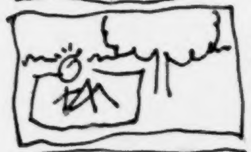
Have children match correct sentences by examining pictures and drawing lines from the sentence to the picture.



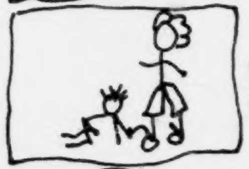
Bill can run and hide.
Bill can help a duck.



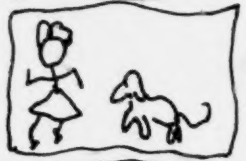
Stop and eat here.
Stop here and look.



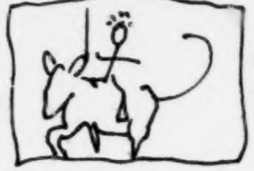
Ben can eat at the park.
Ben can help the ducks.



Ben will help Jill
Bill will help Ben.



Lad and Jill run.
Jill and Lad eat.



Ben said, *Look at the ducks.*
Ben said, *Look here!*

Resources

Pictures with two sentences.

Motivation

Tell class you are going to see if you can fool them by reading a sentence about something that may be right and may be wrong.

Ask two boys to come up front.
I see three boys.
I see two boys.
Here are (right name) *and* (wrong name).
The boys are sitting.
The boys are eating.
The boys are standing.

Can do the same thing with pictures, if you feel the class needs further practice.

Follow-up

Ask the children to find pictures in magazines at home and make up two sentences; one right one and a wrong one. These can be brought back to the room and stuck into acetate envelopes and used for free time.

Variation

Use little put-together toys (from Cracker Jacks) that must be assembled from written directions and from diagrams.

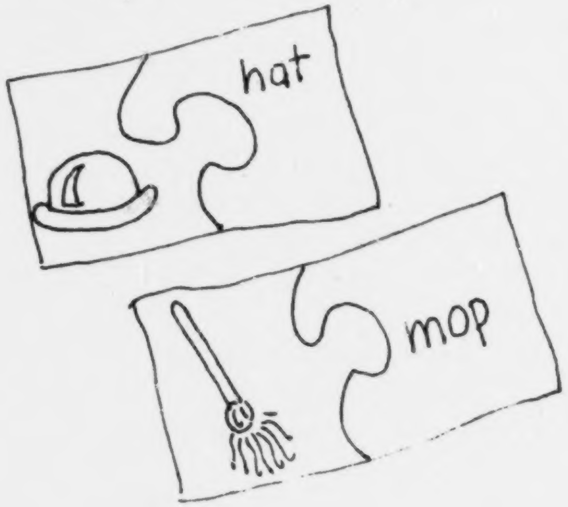
DEVELOP VOCABULARY

Purpose: Children learn to match pictures and written words.

Activity

(Refer to *Activities for Individualizing the Language Arts Program,* Dominican Montessori School, pp. 6-8.)

Children work independently with puzzles made by the teacher. Puzzles can be made by gluing a picture to one end of the index card and printing the word at the other end. Then cut them apart. Children work the puzzles over and over again until the association between the word and picture has been established Teacher occasionally oversees work and asks the child. to read the words to her. (It is best to start with words that are not irregular.) After this step has been mastered use the same group of words on picture work pages. These are made by dividing a large card into squares each containing a printed phonetic word. Pictures that correspond are pasted on separate cardboard. Child reads the word in the first square and selects the proper picture. Continue until all pictures are placed on work page. Call the teacher for checking.

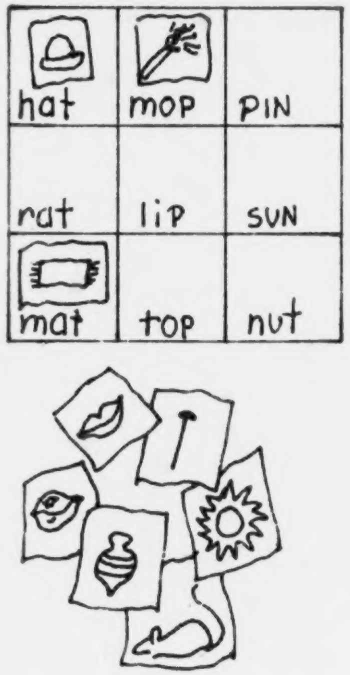


Resources

Several boxes of puzzles.
Several work pages with pictures. (Pictures for making these can easily be cut from old readiness or pre-primer workbooks.)

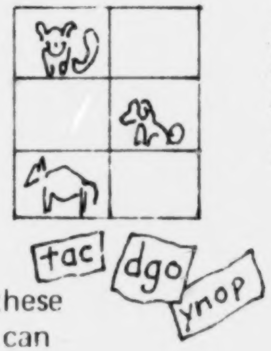
Motivation

Because of the nature of these materials the children will consider this work a game and will enjoy the fact that they can read all by themselves.



Follow-up

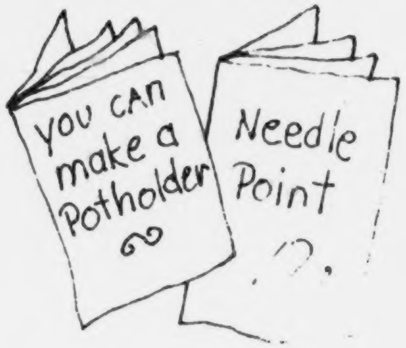
Prepare dittos with the pictures on them and the words scrambled. Let the children cut and paste in proper position.



Make booklets with these words. The children can read these because of the association established.

Variations

Simple projects such as pot holders, beginning needle work, models for boys all can be made with picture word association.

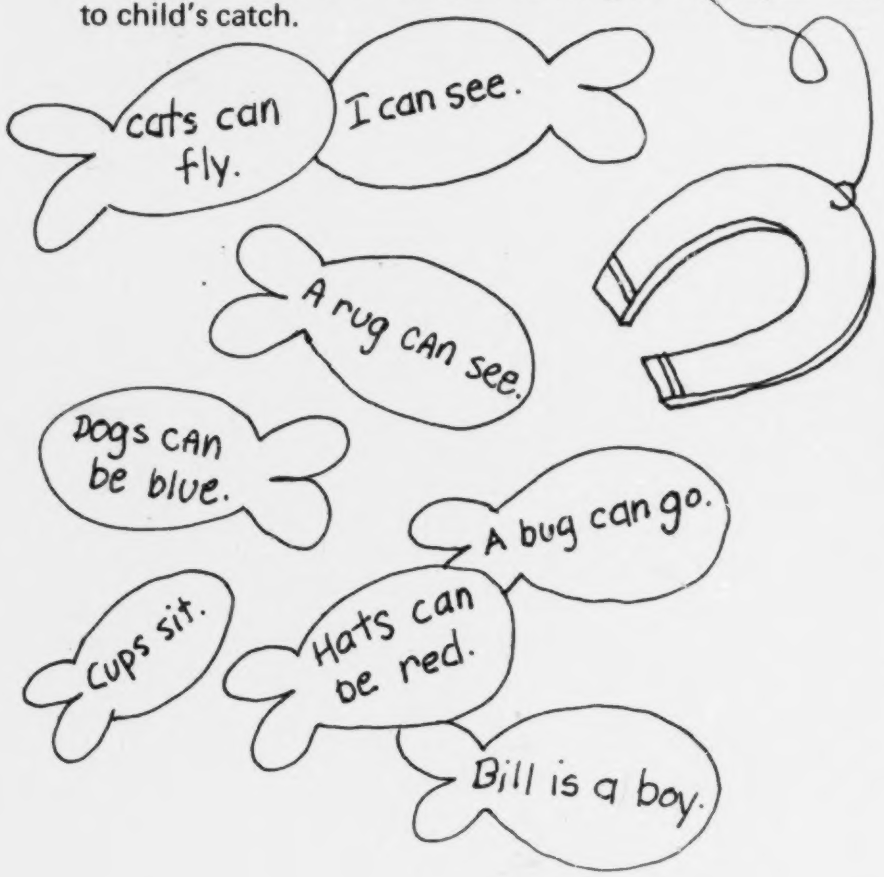

you CAN make a Potholder
Needle Point

DEVELOP VOCABULARY

Purpose: Child can demonstrate that he has meaning from written phrases and sentences.

Activities

Play *Go Fish* by writing nonsense and realistic sentences on cards. Clip a metal paper clip to each card. Fish with a magnet. The nonsense *fish* must be tossed back in. The fisherman with the most fish at the end of five casts gets the gold cup for the day. (Fishermen who need help reading their *fish* must give that fish to the helper.) The *fish* which have meaning are checked in reader. Those receiving an ok may be added to child's catch.


cats can fly.
I can see.
A rug can see.
Dogs can be blue.
A bug can go.
Cups sit.
Hats can be red.
Bill is a boy.

Resources

Five *fish* sentences for every child in the game. A fishing pole with a magnet attached.

Use sentences from readers so they can be checked.

Motivation

Review vocabulary that the fishermen will need to read their *fish.*

Explain the rules.

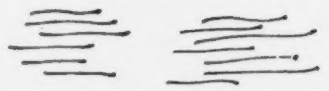
Follow-up

Send the vocabulary home in the form of games, such as WORDO, for families to play. (Sentences instead of single words.)

I go.	Lad can run.	Jumping.
See me.	Cars go.	Go up.
Jill, run.	Free	Bill, run.
See Bill.	I see bugs.	I see rugs.
Look up	I can play.	Look at me.

Variation

Sort sentences into piles of
THIS CAN BE, and
THIS CANNOT BE.



Draw pictures which correspond to nonsense sentences.

A cow can fly.	The duck is on a bike.
A bug can play ball.	The cat plays on the kite.

CLASSIFY INFORMATION

Purpose: Children will sort pictures into different categories.

Activity

After the photographs have been collected, mounted, and shared with the class over a period of several days and discussed so that the class is familiar with them; place them on a table or bulletin board which is easily accessible to the children. Place the boxes that have been labeled and discussed and have them sort the photographs. (This can be a group activity, or something done during *Free Time.)*

Retain a game-like enthusiasm and tell the class you will change the labels on the boxes to try to fool them.

(Encourage responsibility in taking care of the pictures and also in removing the photos from the boxes when they have been *checked* by another student, so that others can have a turn.)

Resources

Ask each child to bring from home two or three photographs of themselves. These pictures should be labeled and then placed on a backing with Corner Mounts so that they aren't ruined by handling. (If a child has no pictures of himself, arrange to bring your camera and take two or three pictures of him doing things he likes to do.

Several shoe boxes which can be labeled a different way each day.

BABIES
GIRLS
BOYS
FAMILIES
CHILDREN PLAYING
WINTER FUN

Motivation

Ask the class if any of them have ever made a collection of anything. What? Let them bring their collection to share. Ask if any of their mothers keep a scrapbook of family pictures. Again, these can be shared.

Follow-up

Start a class scrapbook of things that happen to the children and in the class during the school year. Drawn pictures, photos and other memoribelia can be used. Let the children add to and label the book. (This is a great way of showing growth throughout the year, not only to parents, but to the children.)

Individual scrapbooks can be compiled each month around various activities and themes, or units of study.

Arrange boxes on a shelf which can be labeled and classroom work materials stored in. A child should be assigned to straighten and sort those materials each week. Room areas, such as closets, gym shoe racks, colored paper, etc. can be labeled and also kept sorted by the children.

Variation

Older students can keep vertical files of notes, pictures, realia, etc. for themselves or for the classroom. Perhaps such a file can be started in the school library for reference use.

CLASSIFY INFORMATION

Purpose: Children can recognize factual situations and those which are pretended.

Activity

Let the class listen to *Puff the Magic Dragon.* Ask if they ever pretended to have such a friend as Puff.

Read *Kindness to Animals* by Laura Richards

Riddle cum diddle cum dido,
My little dog's name is Fido;
I bought him a wagon,
And hitched up a dragon,
And off we both went for a ride, oh!

Riddle cum diddle cum doodle.
My little cat's name is Toodle;
I curled up her hair,
But she only said, "There!
You have made me look just like a poodle!"

Riddle cum diddle cum dinky.
My little pig's name is Windie;
I keep him quite clean
With the washing machine,
And I rinse him all off in the sinkie!

What's funny about the poem? Show pictures of inanimate objects doing human things. Let the class explain what's wrong.

Discuss and show pictures of familiar children's TV characters. Sort them according to whether they are pretend characters or *real.*

Listen to a story about dreams and let children tell some of theirs.

Resources

Pictures of favorite (familiar) cartoon characters, superhuman characters, monsters, etc. and those which are *real.*
Stories of children who have dreamed something (Nutcracker Suite, etc.) or thought they saw something.

Pictures of inanimate objects that do human things.

Motivation

On a pleasant, partly cloudy day, take a walk to the nearest grassy spot. Ask the children to lie down and watch the clouds. Do they *see* pictures in the clouds?

Can they see anything else that looks like something?
A tree that looks like an animal?

Follow-up

Duplicate a listing of children's TV programs, with small pictures of the characters. Let the students mark the programs which have pretend characters. During class discussions, keep track of comments about the programs *by the children* and record these in a brief annotation under each program. (Subtly encourage a variety.) Let them take these home.

Variation

Make *blob* pictures and then write stories about the imaginary things they *see* in the pictures.

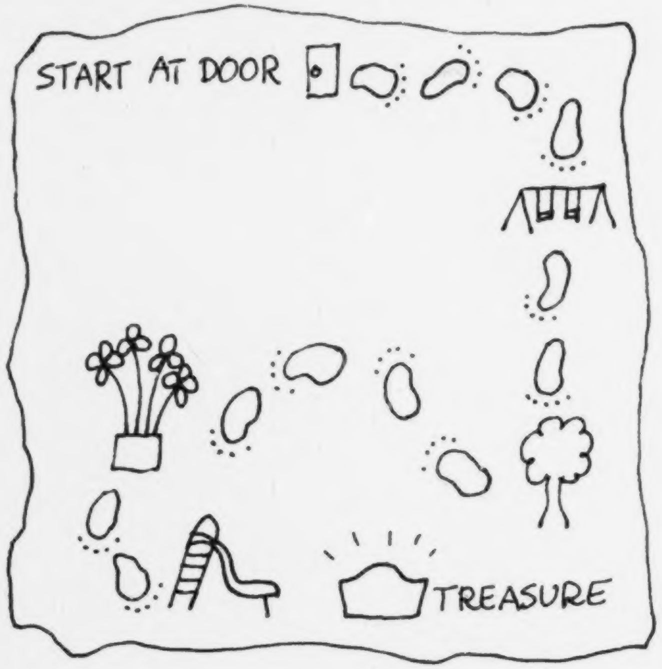
Study superstitions:
If you lie, your nose will grow.
Walking under ladders.
Friday 13th.

FOLLOW DIRECTIONS

Purpose: Children can follow simple directions when given picture clues.

Activity

Play a game of treasure hunt with your class. First hide several caches of treasure (candy). Divide the class into several teams so that each child will have more of a chance to *read* the treasure map. Make each map with visual clues that will lead the children to the treasure. This game could be played inside the classroom or outside if the playground can be used at a time when it is not crowded by other classes.



Resources

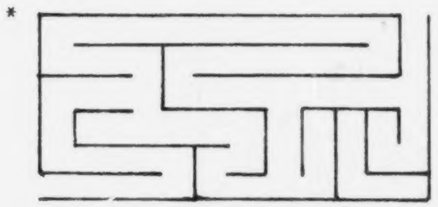
Teacher made treasure maps.
Candy or other suitable treasure.

Motivation

Before beginning the hunt, talk about pirates and buried treasure. Bring pictures to school or make drawings and end discussion by making the bulletin board with these pictures. Perhaps let the children who want to, help with additional pictures.

Follow-up

Have children take home a maze that you have prepared. Start at the * and find your way through the paths to the treasure.

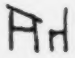


Variations

Teacher prepared mazes.

Play game of Candy Land where the child spins and then takes two steps forward, or backward, or is penalized and has to lose his turn.

Using index cards, make several direction cards for children to read and then respond correctly. Or let them take turns reading instructions to others in the class.

Examples:
Clean out your desk. 
Hop around the room on one foot.
Write your name on the blackboard. NAME
Smile sweetly and sing a song. ☺ ☺ ♫

FOLLOW DIRECTIONS

Purpose Children can follow more complex directions when given orally

Activity

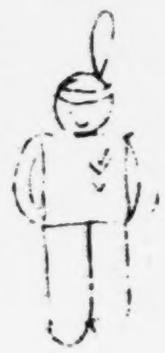
Before you begin this activity children should be familiar with shapes (square, circle, triangle), numbers 1 10, and the concepts such as on top first next. Then give the following auditory exercise:

> Take your paper and fold it in half. Now fold it in half again. When you open your paper up you should now have four squares. Number the squares one through four. In the first square draw a blue flower. In square number two draw an orange balloon. In square number three draw three green trianles. In the last square draw two black cats. When you have finished turn your paper over and trace your right hand on the back.

For additional practice slowly read *Indian Boy* poem. Let the children practice first and then make the *good* copy.

Indian Boy

An Indian boy you soon shall see
If you follow directions from me.
The first thing in making your little brown brother
is to draw one □ on top of the other.
Now make a ○ round and fine
Be sure your ○ is as round as mine
A line will cut one □ in two.
△'s will make two arms for you.
An Indian headband next will place
Then eyes, nose, mouth--he has a face.
Two ○'s give him a place to stand
Small △'s make each hand.
Upon his coat we'll place two V
For he's an Indian boy you see



Resources

Indian Boy poem.

Various materials such as paper and crayons.

Motivation

Play Simon Says--Teacher directs and plays without elimination first giving one direction and then adding two. If children are competitive after practicing begin elimination.

Follow-up

Make dittos of the Indian Boy poem to take home.
Have someone read the poem again for additional skill and enjoyment.
Parents, older children can play games at home with oral directions:

> Bring me a spoon.
> Put your pajamas in the drawer.
> Bring me a comb and brush.
> Get a toy and sit on the green chair.

Start with one direction and gradually add more as the child becomes more proficient.

Variations

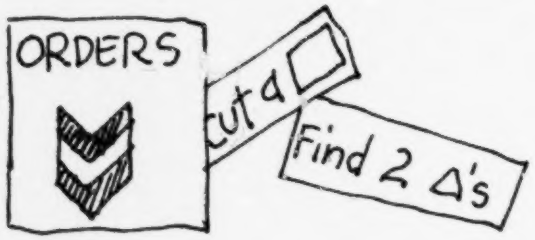
As children are capable divide paper into many more squares and make instructions much more detailed.

FOLLOW DIRECTIONS

Purpose: Children can follow simple written directions.

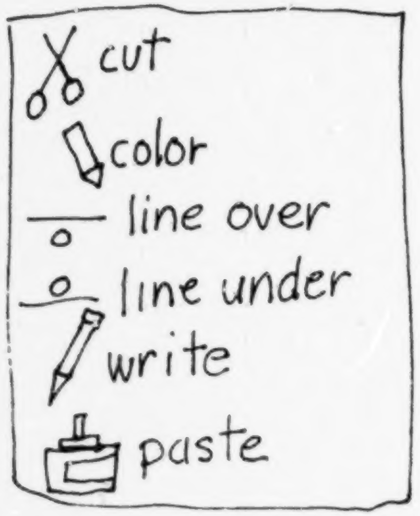
Activity I

As children learn action words from their readers, or through their reading instruction, let them prepare *Orders from Headquarters* for additional practice recognizing those words. Place these in a sack or box to be drawn and followed.



Activity 2

Pictoral directions can be accompanied by simple written words and gradually phased out. A class chart to which the children can refer is a good tool.



Resources

Small slips of heavier paper.
Sack or box.

Motivation

Have the children help make a bulletin board of SIGNS WE KNOW.

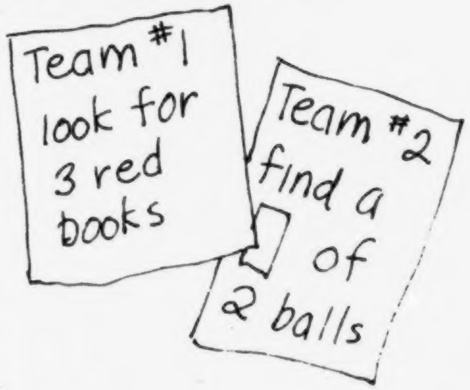
Explain that a sign is one way to telling of directions.

Follow-up

Encourage parents to prepare simple *Orders from Headquarters* for the children's jobs at home. A note is sometimes more fun than a verbal command and these can be drawn from a sack like at school.

Variation

Have a Scavenger Hunt for reading books, seatwork or special holiday articles.



FOLLOW DIRECTIONS

Purpose: Children can follow simple written directions and [illegible]

Activity

After the students are familiar with the kinds of directions they can expect on their work assignments and after they have been encouraged to try to discover answers to most of their questions for themselves first try a week of Free Choice seatwork. Provide the assignments in stacks which can be chosen by students. The assignments can be finished at an individual pace, the first handed in and checked (by an aide, or teacher's helper) before the second paper selected.

Note. This works with much better results if the assignments have been made with individuals in mind. In other words, not every student has the same capacity for completing seatwork just like every other pupil, any more than they read alike. If you have three reading groups in your room, you may need three levels of seatwork. It can be done and saves so many headaches which result from the behavior outbursts which frequently accompany the typical practice of assigning every student the same seatwork as the other children. They key to the success of such a program is PLANNING.

Resources

A table or shelves for assignments.

A reliable teacher's helper. (More capable students are great and can be used for just the reading period.)

Note: A brief training period on marking and grading is necessary.)

A planning period once a week to organize. If duplication is necessary, it saves wear and tear to do it all at once. Also reserve any A-V equipment you'll need. List all of the supplies that the children will need and have them readily accessible to eliminate unnecessary interruptions.

Motivation

Success is the motivation and the reward.

A brief explanation, some basic ground rules, and some reading free choice items is usually all that's necessary.

Follow up

Perfect papers can go home immediately. And there should be few assignments which cannot be done successfully.

Examine carefully the papers which gave students difficulty. Did they understand the directions? Were the skills chosen inappropriately for the child? Were errors made out of carelessness because of hurrying?

Recording is easy everyone achieves 95 100% when they are given appropriate assignments. A second chance to correct errors is encouraged. A third try usually indicates more practice is needed before going on to the next skill level.

Variation

This technique was used successfully with students of all ages, of all reading grades above readiness, in classes from three to thirty by the author as well as by many other teachers in regular and in special classes.

FOLLOW DIRECTIONS

Purpose: Children will follow simple written directions while working as groups.

Activity

Written directions don't always have to appear on pieces of paper. They can be placed on charts or small signs in the various Learning Centers in the room.

Examples: Directions for operating the tape recorder on a sign above it.

Class-devised rules for building a village out of clay placed on a chart on the table where the children will be working.

Instructions for handling the pets on each cage in the Science Center.

Resources

Planning period.
Index cards for signs.

Motivation

A class discussion about individual and group responsibility, encouragement and success are keys. Let the children play an active part in the planning stages.

Follow-up

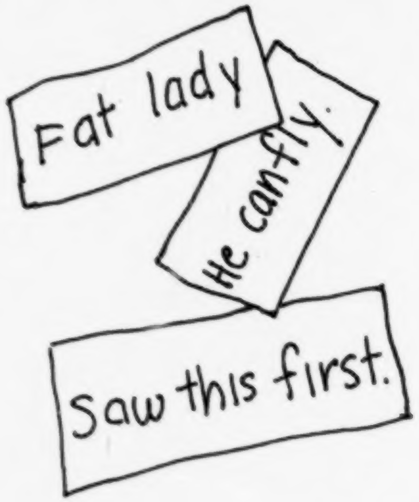
By sharing with the students the planning, organization, initiation and follow-through stages of these small group activities, this project can mushroom over into other subject areas and even out of your class and into the home and school activities.

FIND MAIN IDEAS AND/OR CHARACTERS

Purpose: Child reads short selection for main ideas.

Activity

Children read a short selection from supplementary or basal readers. After they have finished have the pupils select and read aloud sections that describe the *main events* of the story. Also have the children re-read to select pertinent information in order to make up riddles about main characters in a certain story. Or the teacher may write phrases that describe characters in the story. The children find the proper characters.

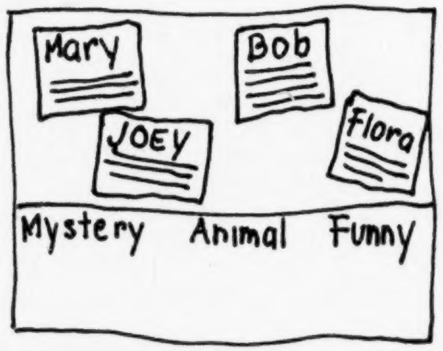

Fat lady
He can fly.
Saw this first.

Resource

Basal or supplementary reading material.

Motivation

Children discuss the main characters in their favorite television show.
Also each child can tell the main events of a show they have seen or a story they have read recently. Teacher writes what student says.



Later ask children to sort stories into kinds of TV programs. Review by having child recall the program and what happened.

Follow-up

After reading a story draw a picture sequence of the main ideas.

Let the children take home stories to read. Tell them that Mom and Dad will not know the characters so they will have to *introduce the characters* before they begin reading. Perhaps the children could make a puppet (from paper sacks or oatmeal boxes) to use when they introduced the character.

Variations

From old workbooks tear pages that contain simple half page or single page stories. On a separate index cards write questions involving only the main ideas and characters in the story. During their spare time or for independent activities the children select a story, read and answer the short questions, and hand the paper in for you to check.

FIND MAIN IDEAS AND/OR CHARACTERS

Purpose: Children recall and discuss main ideas from stories they have read.

Activity

After a more lengthy story or after two or three short ones, have a class discussion about the main character. Ask the children to tell which character in a story they liked best. Discuss what the character says (in the child's own words), what the character does, and what other characters say about the main character. Also discuss the main events of the story. If several stories have been read ask the children what similarities appeared.

Example:
Which two stories were about pigs?
Which stories had happy endings?

Avoid re-reading at this time. Strive for the children's own words rather than repeating verbatim from the stories.

Resource

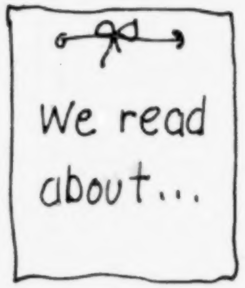
Stories.

Motivation

Read a story to the class. *The Emperor's New Clothes* or other that you have available or would be appropriate. At the conclusion see if they can pick out the main characters and/or tell the main ideas in their own words.

Follow-up

Make a notebook of main characters. Have the children draw their pictures and then write or copy from the board corresponding sentences.
At the end of a unit, let everyone make a cover for their book and take it home to share.


We read about...

Variations

After discussing the main character and main ideas let the children take turns making up a new ending for the story, or telling what they would do if they were the character in the story. If the story is one that doesn't take place in the twentieth century let them discuss what changes the character would see if they came to our classroom.

SEQUENCE

Purpose: Student can retell a story that he has heard.

Activity

Explain to the children that they are to pretend that they are recorders, or secretaries, and that they must listen carefully to what happens in a short story that you will tell them. Begin with familiar folk stories that they have heard many times. Keep the stories uncomplicated. Ask the students to *replay* the plot for you. Gradually introduce more complicated and unfamiliar stories to the children.

Resources

Children's stories that you know well enough to tell.

Motivation

Show pictures of people who must rely on their memories for sequence in their jobs, i.e., secretaries, cooks, judges at horse races, detectives.

Play *Gossip* by whispering a sentence into the ear of a child at the beginning of a row who then whispers into the next . . . What goes into the ear of the first is not always what is heard by the last in line.

Follow-up

Most parents ask children what they did at school. The answer usually is *nothing.* Perhaps the order that children are dismissed could be in terms of who can remember what was done first, second, etc.

Variation

Pantomime or illustrate sequence.

SEQUENCE

Purpose: Child can arrange a series of written phrases in order.

Activity

Have children choose at random sequence cards which have been devised from a story that they have heard or read. On a signal, they will read the phrases and arrange themselves in order according to when that event happened in the story.

Resources

Phrase cards

Motivation

After hearing or reading a story and discussing the plot tell the students that they are going to play a game. Hold out the phrase card face down.

Follow-up

This is a good way to review a unit study.

Students can make up their own cards which can be used as puzzles at Free Choice or at home.

Variation

Place mixed-up phrase cards in envelope. Have a *race* to get them in the correct sequence.

CRITICAL AND CREATIVE READING

Purpose: Children will predict an outcome for a story that they have been listening to.

Activity

There are many groups of unfinished stories within access of teachers, i.e., magazines, film strip and record programs (Bomar), films (Walt Disney). Or any of hundreds of children's stories can be used. Use stories that might have several endings or possibly mysteries that have slightly more complex plots.

Resources

Unfinished stories

Motivation

Gather the children around a table so that they can see you do a few simple experiments:

> Pour water up to the rim of a glass. Stop, poised over the blass and ask the class, *What is going to happen?*
> Accept answers like,
> *You'll put the water down.*
> *You'll stop pouring the water in.*
>
> Start building a tower of blocks, higher and higher. When it starts to lean, stop before fitting the next block on and ask, *What is going to happen?*
>
> Light a match and drop it into a jar. Begin to screw on the lid and ask, *What might happen?*

Follow-up

Paint word pictures and let the class guess what it could be:

> First you draw a large circle. Then put another smaller circle on top. Place to black snow boots underneath the large circle.
> What could that be?
>
> Accept anything logical and have the child draw the picture as he thinks it should be finished.

Variation

Read jokes to the class, but leave off the punch line. Let them think of funny endings.

TYPOGRAPHICAL AIDS

Purpose: Children will recognize titles in their books.

Activity

Let the class find the title on the cover of one of their textbooks and again on the inside. Explain that most school books are divided into parts that are called chapters and that each one has a chapter. Tell them to turn to a page at the beginning of a chapter and to find the words that they think might be the title of the chapter. Ask how they knew.

Resources

Reading books or science or social studies texts.

Follow-up

Encourage the children to find other titles of books, stories or chapters.

Motivation

Take the class to the library and have each examine, by looking, a shelf of books. Accept any answer, but encourage recognition that many books have big words on their covers, titles, which tell the name of the book. Let the children take one book and try to find the same words again. Again explain that the words tell the name of the book.

USE TYPOGRAPHICAL AIDS

Purpose: Child can recognize quotations in a story.

Activity

After the children have listened to a story that uses quotations ask them questions that will lead to the discovery that quotations are put in paragraphs.

Ask two (or the number needed) children to *read* (role play) the *parts.* When they have finished, write the *dialog* on the board using rebuses.

Ask someone to draw in colored chalk around what each person said. Use same color for same person.

Resource

Familiar story

Motivation

Ask the children to tell the group something funny that someone has said to them. Write on the board who was talking.

Show them that in stories the things that people say are put in special groups of words called paragraphs. A space around the words shows that someone may be talking. Illustrate.

Follow-up

Have them role play and mark other stories that use quotations.

Variation

Give each child a short story from a children's magazine. Have them draw colored boxes around what the characters said. (Use the same color for the same person, i.e., everything Mary said is in red.) Be sure the paragraphs are obvious.

Or let them watch while you mark an old reader.

PUNCTUATION AIDS

Purpose: Children listen for and recognize statements, questions and exclamations.

Activity

After going through several examples with no reference to what skill you are working on, hold up the ? card when you ask the next question. Hand the . card to the child who answers and then hold up the ! when you reply. Do this several times and then ask the class if they know what happened when you held up the ?. Tell them it is a question and that you expect an answer. Ask what . meant, and if they could tell what kind of words you'd say when you held up the !.

Then let a child choose from the three cards. If he gets a ?, he should think up a question for another child who has the . A third student can make the exclamation.

As the children become more familiar with the activity, use the ! first:

Help! Help!
What's the matter?
I see a mouse.

Oh no!
What happened?
I tore my shirt.

Resources

Cards with . ? !

Motivation

Ask the class questions that demand a response:

What is your name?
How are you?
Is that a blue dress?
Where do you live?

Encourage answers in complete sentences:

My name is Joan.
I am fine.
No, this is a red dress.

Make some exclamation in return:

Oh!
Good!
It isn't!

Follow-up

After the pattern has been established (? - ., ! - ? - ., ? - . - !) use the voice inflections in stories:

The wolf said, *Let me in.*
Not by the hair on my chinny-chin-chin, said the pig.
Then I'll huff! exclaimed the wolf.
You'll do what? asked the pig.
I'll HUFF! screamed the wolf.

Variation

Let students think of patterns that would match such conversations as:

Would you wash your hands please?
What?
I said WASH YOUR HANDS!
Ok.

Or match the pattern to the conversations:

!
?
.
!

PRIMER

LOCATE INFORMATION AND DETAIL

Purpose: Children will begin to use a picture dictionary.

Activity

Ask the group to pretend that they are going to write a story or draw a picture of a mouse. Which chapter of their picture dictionaries would they look to find out how to write the word *mouse?* Let them find the picture.

After practice, divide the class into two or three groups and let a leader choose which picture to locate. The child who finds it first is the next leader. (Note: choose groups with comparable phonics skills!)

Resources

Copies of picture dictionaries (commercial, or ones that you have duplicated using words familiar to the children.)

Motivation

Let the students thumb through the dictionaries finding pictures of familiar things. Ask if they can find out the secret about the book by looking at the letters at the beginning of each chapter. Elicit that the letters are in ABC order. Lead the discussion into the discovery that all of the pictures begin with the same letter that starts the chapter.

Follow-up

Make picture dictionaries to take home by writing the ABC's on paper and drawing pictures and spelling the names of the pictures they choose.

Variation

Use dictionaries to fill in simple crossword puzzles or to play spelling games such as Scrabble.

SKIMMING

Purpose: Children will skim quickly through books to find a specific page.

Activity

After the children have had some fun experiences looking for pages, explain to them that they have been skimming their books--looking through a book quickly.

Give the class a timed assignment of finding five specific pages in their books in two minutes. (Might provide some extra questions for those who might finish early.)

Resources

Series of questions to match with pages from their readers.

Kitchen timer

Motivation

After the children have finished a book and are very familiar with it, tell them that you are going on a Treasure Hunt. Using cards drawn from the Treasure Chest tell the students to find:

A page where _______
finds a surprise under
her hat . . .

The child who can tell you the page number gets a *jewel*. Go on until all children have a chance.

Follow-up

Ask children to skim for new words, or to count unknown words in a library book they are thinking about checking out. (Five words that the child cannot read indicates that the book is usually too difficult for independent reading.)

Variation

Skim to find specific information in the Yellow Pages.

Let one group think of pages to skim for. Let teams *complete* much as in Charrades where the team with the shortest amount of time in three tries wins.

DEVELOP VOCABULARY

Purpose: Children learn to use synonyms and antonyms.

Activity

(Refer to *Activities for Individualizing the Language Arts Program*, Dominican Montessori School, pp. 24-25.

Independent work on synonyms and antonyms. Teacher makes up a list of words with similar meanings and opposite meanings. Transfer these to index cards or smaller cards. Children match the words, repeating until the groups are familiar. There will be some teacher preparation necessary especially teacher explanation that these words are called synonyms and antonyms.

Synonyms		Antonyms	
pretty	beautiful	sad	happy
cup	mug	up	down
hop	jump	in	out
great	big	hard	soft
plate	dish	enter	exit

Resource

Teacher made cards containing the words to be matched. For ease in working make one set in one color(blue) and words that are similar another color (green). *Exactly Right*

Motivation

Read a poem to the children and ask them to listen for words that have similar and/or opposite meanings.

EXACTLY RIGHT

They say that I'm too young
To cross the street to play
That I'm too old to cry
When I don't get my way,
That I am much too big
To swing on the garden gate,
But very much too small
To stay up after eight.
I'm young, I'm old, I'm big, I'm small
Do you think, in age and height
I will ever grow to be
Just exactly right?

Follow-up

Prepare worksheets for synonyms and antonyms. Have the child underline the words in sentences that are similar or opposite.

Underline the synonyms.

1. Sue has a cup. Betty has a mug.
2. The frog jumped. The bunny hopped.

Variations

Cards may be made in the form of puzzles for children who need visual cues.

Oral exercises can be used where the children respond with the correct synonym or antonym as the teacher calls the word out.

Worksheets:

Underline the words that are opposite.

1. It is hot inside, but cold outside.
2. I came in as Tom went out.
3. The boy jumped up and down on the bed.
4. etc.

CLASSIFY INFORMATION

Purpose: The students can determine whether the fact is relevant or irrelevant.

Activity

Ask the children to listen while you read some sentences about animals. Some sentences will be important. Some will just be silly. Read a set of four sentences to a child. Ask another to tell why the sentence does not belong.

1. Cats like milk.
2. Cats like to play with string.
3. The sky is blue.
4. Kittens are baby cats.

1. Lions may live in zoos.
2. Lions have fierce roars.
3. Lions like meat.
4. Hot dogs are good to eat.

1. Turtles make good pets.
2. Rocks are not pets.
3. My turtle can swim in a bowl.
4. The shell is the turtle's home.

1. Black is a color I like.
2. Dogs are man's best friends.
3. Baby dogs are called puppies.
4. You can teach dogs to do tricks.

1. I wish I had a pet elephant.
2. I could swing on my elephant's trunk.
3. I would name my elephant Horton.
4. I like peanut butter sandwiches.

Resources

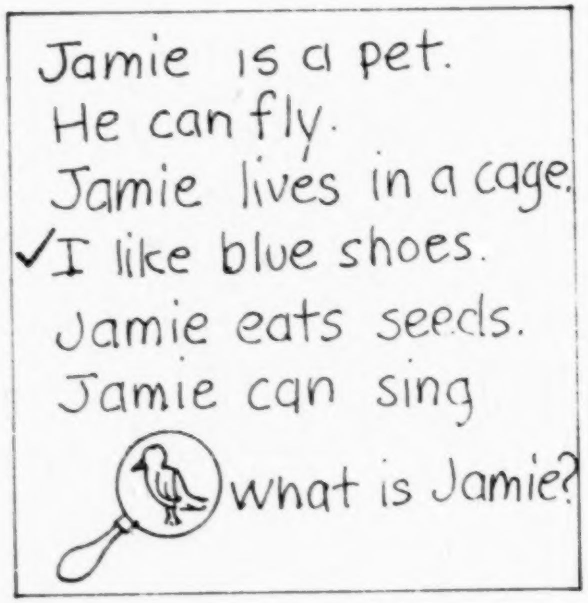
Enough sentences for the class to have individual turns determining which is relevant and why.

Motivation

When the police have to solve a mystery they must sort out all their clues. Sometimes the clues are important to the case, and sometimes the clue has nothing to do with it. If you were a detective looking for a bank robber would you care about what he looked like? What car he was driving? What he had for breakfast? If you were helping to find a little lost girl, would you want to know what she looked like? If she could spell c-a-t? Where she was last seen?

Follow-up

Take home:



Jamie is a pet.
He can fly.
Jamie lives in a cage.
✓I like blue shoes.
Jamie eats seeds.
Jamie can sing
What is Jamie?

Variation

Draw a circle around the sentences that are not important.

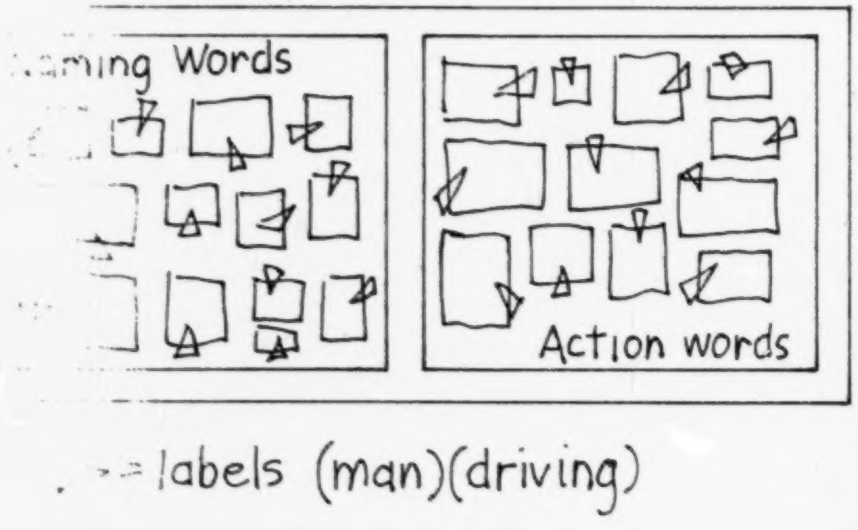
Find the sentence in a paragraph that is not important.

CLASSIFY INFORMATION

Purpose: Children can classify nouns and verbs.

Activity

Make charts using individual drawings, pictures or words from magazines.



Resources

Old magazines, paper, paints or crayons, paste

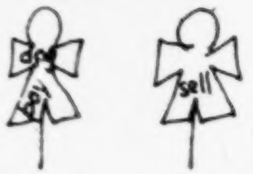
Motivation

Establish that the children understand that nouns (naming words) are words that name things, people, and places. They answer the question *What is that?* Verbs (acting words) are words that answer the question *What is it doing?*

Review by having them match Things We see and Things We Do.

Follow-up

Make two-faced puppets on a stick. On one side of the shirt construct a little chart of the things they see on their way home from school. On the other side, the actions they observed. Parents can help write the words. Have them returned the next day to border the bulletin board.



Variation

Hand out slips of paper, five per child. Ask them to observe each other for a minute then write who they observed (boy or girl) and what he or she was doing. Example:

girl	chewing, writing
boy	sharpening, walking

After they have chosen five children and have written their responses, ask them to read them out loud and try to recognize themselves. (To make this more effective, divide the class in half; one half observing while the other half *acts.*)

FOLLOW DIRECTIONS

Purpose: Child can follow several directions as part of a group.

Activity

Run *relays* using three-man teams to complete the following obstacle courses:

1. 1st, throws ball into the air, 2nd catches it and hands it to 3rd, 3rd brings it back to line.
2. 1st hands ball over his head to 2nd, 2nd kicks it to 3rd, 3rd runs around it and brings it back to the line.
3. 1st runs around 2 twice and sits down, 2nd runs around 3 times and stands on one foot, 3rd hops to teacher and back to line.
4. 1st must walk a line frontward without *falling* and run to 2, 2nd walks the line sidewise and sits down, 3rd jumps over the line three times and stands on one foot.
5. 1st bounces the ball two times and sits down with it, 2nd sits down and bounces himself two times, and 3rd turns around two times and makes his body look like a ball.

Resources

One ball for every team

Motivation

Warm class up by asking them to do simple directions without competing.

Stand up and sit down.
Turn around two times
 and stand on one leg.
Hop around the circle,
 run to another circle
 and make body into
 a circle.

Follow-up

Teams work together during reading Free Choice Time:

After reading their stories, 1st writes four questions about the story on the board, the 2nd answers them and the 3rd checks them by finding the page numbers and putting them by the question and answer.

Variations

No. 1--finds a picture
No. 2--mounts it on colored paper
No. 3--cuts it into pieces

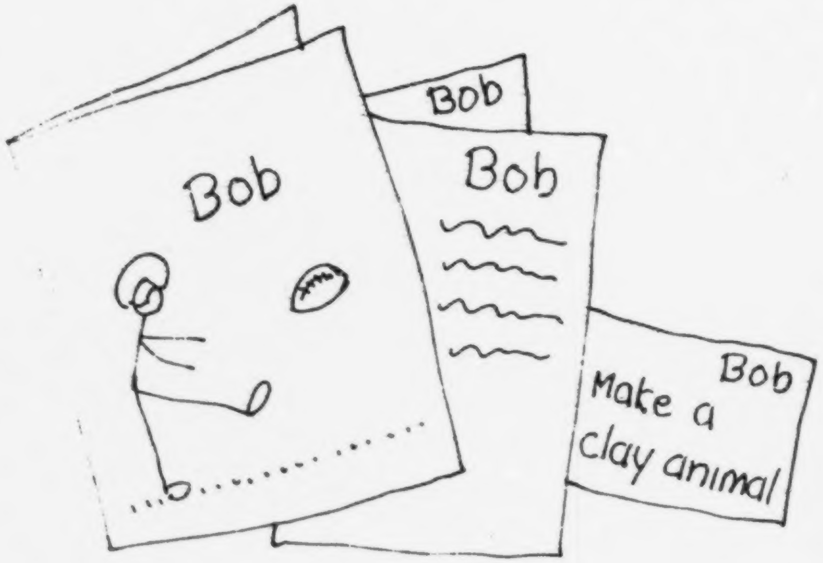
Or produce plays about stories:
No. 1--finds a story
No. 2--makes the costumes
No. 3--sets the stage

FOLLOW DIRECTIONS

Purpose: Children can follow simple directions independently.

Activity

Give each child a folder with his work in it for reading. Provide simple directions for successfully completing each task. Assign tasks that are *just for fun,* some that mean getting out of their seat for an activity, some that are practices for skills.



Resources

Folders for each child
Directions on index cards or on the tops of the work sheets.
(Note: the tasks must be things the children can do successfully and may need to be individually assigned.)

Motivation

* *Big* by Dorothy Aldis

Now I can catch and throw a ball
And spell
Cat. Dog.
And Pig.
I have finished being small
And started
Being Big.

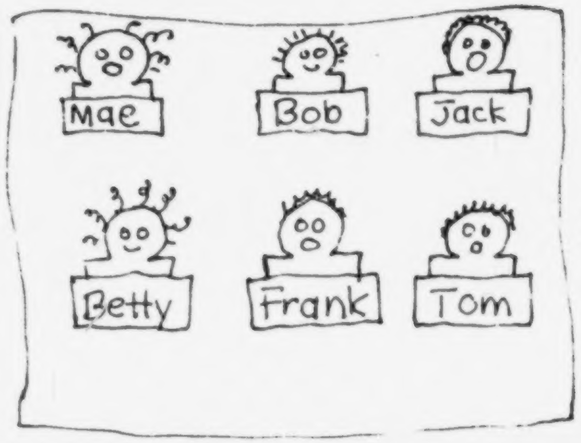
Discuss how growing up means becoming responsible for what you do.

Follow-up

Check and praise the work each child has completed correctly. Give each another chance to re-do any mistakes, but do not make this in form of a punishment (for example, correcting the work at recess). Let the children put a star on his folder for every successful completion of a task.

Variation

On large charts, staple simple pockets, one for each child and labeled. Independent activities are written on cards and placed in the pocket each morning with a surprised face showing. As the child finishes his work, he turns the card around so that a smiling face shows.



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*Refer to *Language Experiences in Reading,* Encyclopedia Britannica, 106.

FIND MAIN IDEAS AND/OR CHARACTER

Purpose: Children can identify main ideas and characters in stories for dramatizations.

Activity

After reading a story, ask the children to help you think of all the characters and what they did.

Red Riding Hood -- took a basket of food to her grandmother
-- walked through the woods.
-- met the wolf.

Ask them to think of the things the character would need and would look like in each scene.

a basket	happy
trees	happy
	scared

Divide the groups into characters, props, costumes, scenery and have them work up simple dramatizations of the story.

Resources

Old clothes
Mural, paints
cardboard
Props (basket)

Motivation

Attend a play given by another room.

Watch a TV play or talk about how a TV program is produced from a story and characters.

Follow-up

Take pictures of each step in the production and let children make a scrapbook to show the parents on conference day.

Variation

Use puppets for dramatization.

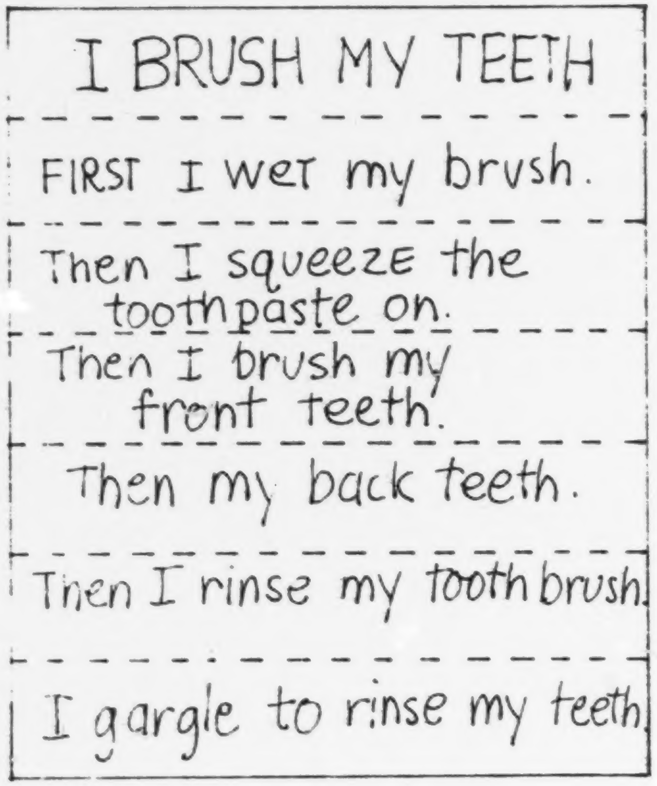
Make up an operetta and sing the parts instead of say them.

RECOGNIZE SEQUENCE OF EVENTS OR IDEAS

Purpose: Child can arrange sentences in order.

Activity

Have children dictate the steps they go through to do a simple activity, such as brushing the teeth, putting on a shoe, making a bed, etc. Write the sentences on a chart. Have the children cut apart the sentences and try to rearrange them to make sense.



I BRUSH MY TEETH

FIRST I wet my brush.

Then I squeeze the toothpaste on.

Then I brush my front teeth.

Then my back teeth.

Then I rinse my toothbrush.

I gargle to rinse my teeth.

Resources

Magic markers
Chart
Scissors

Motivation

Show a filmstrip about a child getting ready to go to school, or any other familiar activity.

Show it again, but stop the picture so the children can see each step the character must go through to reach the conclusion.

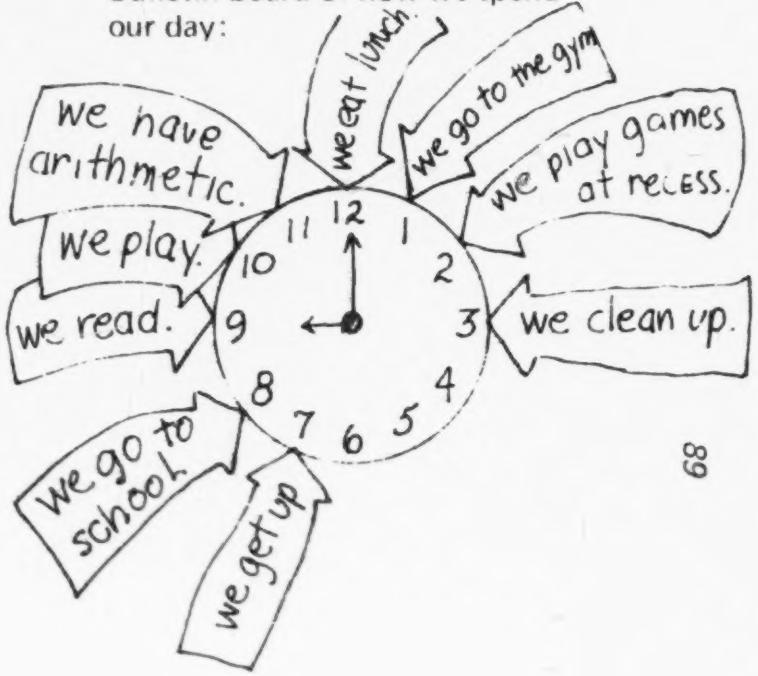
Follow-up

Have the children watch their mother set the table, or wash the dishes. Tell them to imitate what she does in *slow motion* and write a sentence that will describe what she is doing.

Variation

Write stories and cut them up for rearrangement.

Bulletin board of how we spend our day:

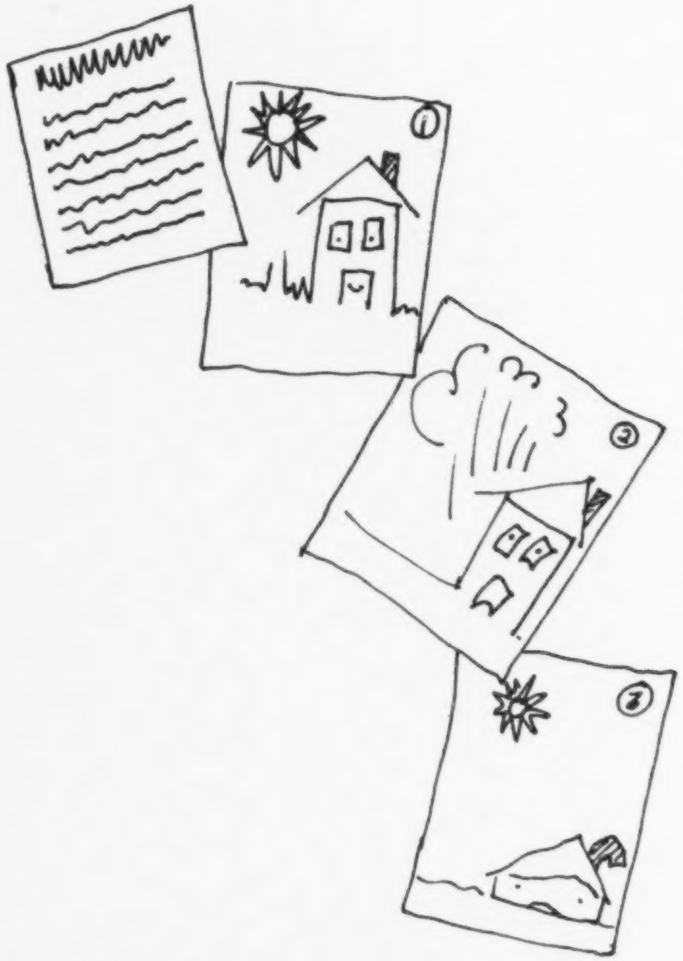

we get up
we go to school
we read.
we play.
we have arithmetic.
we eat lunch.
we go to the gym
we play games at recess.
we clean up.
12
1
2
3
4
5
6
7
8
9
10
11

RECOGNIZE SEQUENCE OF EVENTS OR IDEAS

Purpose: Children can read to find the sequence.

Activity

Give each row of children a story, starting with the front desk. Tell them to read the story and draw a picture of what happened first. The second child reads the story, but he draws a picture of what happened second, etc. When all rows have completed their stories read them to the class and have the children show their illustrations.



Resources

Enough short, action stories for each row of children. Paper and crayons.

Motivation

Provide cut-up comic strips (or have the children bring them) for practice with sequence.

Follow-up

Have the children cut up the Sunday funnies into puzzles. Paste the pieces on construction paper squares. Good for rainy days. Put picture number on back for check.

Variation

Read a story. Number sentences in the order of events.

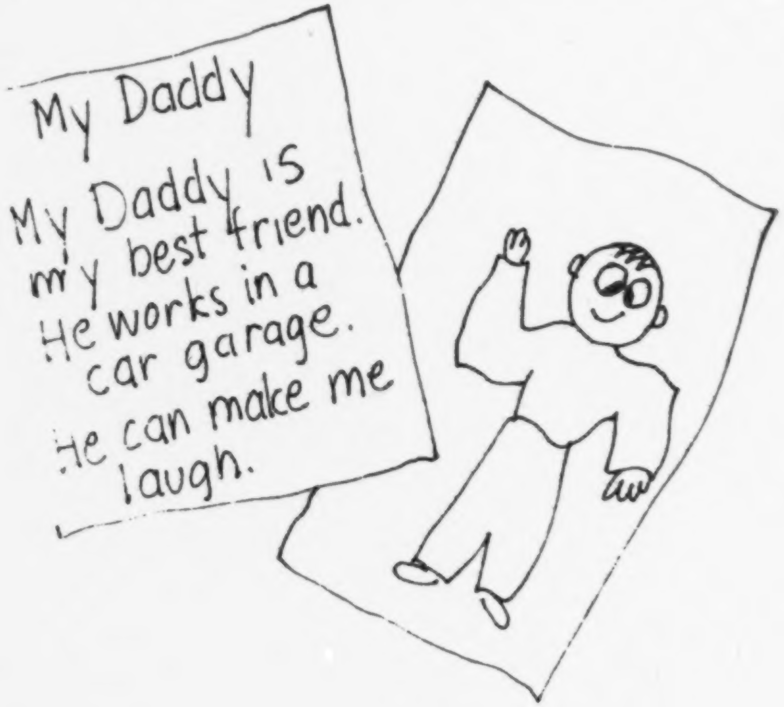
Follow simple recipes to make cookies, etc.

RECOGNIZE SEQUENCE OF EVENTS OR IDEAS

Purpose: Children can retell in their own words what happened in a story they have read.

Activity

Have the children write simple stories about something the class has done, or they have seen, or their favorite thing. When they have finished and the stories have been checked for legible writing, have them pass them to another student who will read it to himself and draw a picture about what happened. When the pictures are completed the second child shows his picture and tells the group what happened in the story.



Resources

Paper and pencils.

Drawing paper and crayons.

Motivation

Read a short story or poem to the class and have several children tell what happened:

first child--what happened
first
second child--etc.

Follow-up

Send stories home with the children in sealed envelopes for the parents to read to them. Ask them to retell the story to the group the next morning.

Variation

Watch a TV program and tell what happened so that another child can write a story about it.

Rewrite a familiar story in their own words.

CRITICAL AND CREATIVE READING

Purpose: Children can recognize cause and effect relationships.

Activity

(Refer to *Goldilocks and the Three Bears,* READY TO ROLL, manual, Scott Foresman & Co. pg. 30 & 32.)

Read Goldilocks and the Three Bears and ask the following questions:

1. Why didn't Goldilocks see the three bears when they came home?
2. Why didn't the bears eat their porridge?
3. How did Great Big Bear know someone had been eating his porridge?
4. Why did Baby Bear cry when he looked at his chair?
5. Why did Goldilocks run away?
6. Why did Goldilocks fall asleep?
7. Why did Baby Bear's chair break?

Resources

Story

Motivation

Talk about *why* questions.

Why does your nose turn red when you go outside in winter?

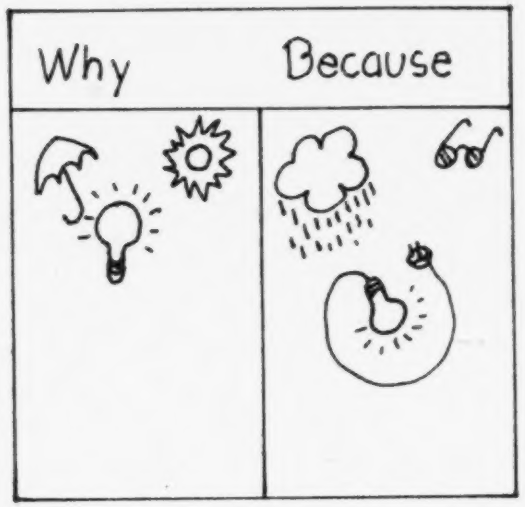
Why do trees lose their leaves?

Why do squirrels gather nuts?

Why do birds fly south?

Follow-up

Make a chart of Why and Because things that they are interested in.



Variation

Ask questions that can be answered by using an encyclopedia or some other reference book.

Read the *Just So Stories* by Kipling. Write other stories that tell why things happen.

TYPOGRAPHICAL AIDS

Purpose: Student will recognize a quotation.

Activity

Choose one comic strip to read to the class (or have it read). After all of the students have listened ask them to repeat what _______- said. Write it on the board as the child tells you:

Charlie Brown said, "___________."
Lucy said, "__________."

Now ask the class how they know who is speaking. Underline the character's name. Ask them how they know which words are being spoken when they aren't in those little circles? Have a child circle the words in the quotation marks.

Let htem skim through their reading books to find a quotation. Let the child assume the *part* of the character and finish your sentence:

Mother said, "______________."
you read   child

Do this until several examples have been given.

Resources

Comic strips

Reading books

Motivation

Cut apart a comics section of a Sunday Newspaper and give each child one strip. Ask how they can tell who is speaking. The characters *talk* in little circles.

Follow-up

Ask the class to find a quotation from something at home--a newspaper or magazine. Or to write down what they heard someone in their family say.

Variation

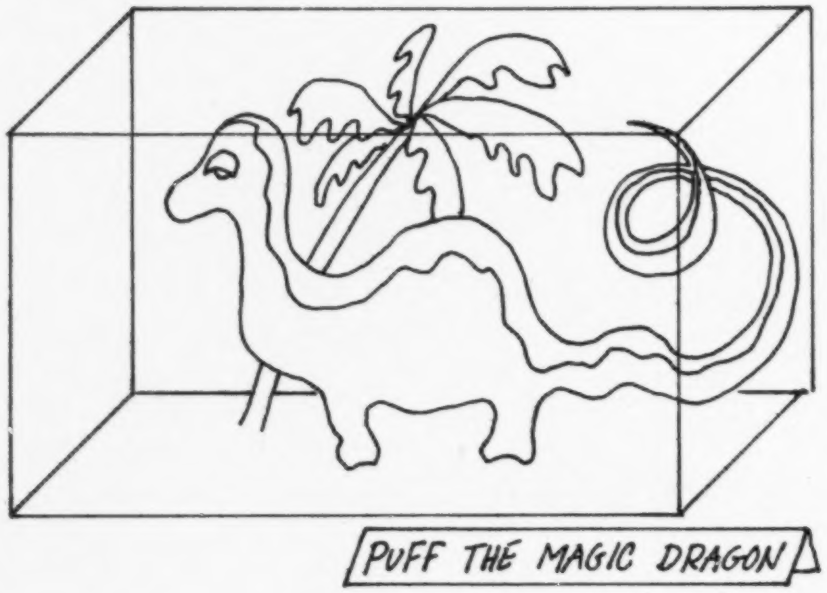
Find quotations from several sources, i.e., stories where the characters are speaking, articles where someone is quoting someone else.

USE TYPOGRAPHICAL AIDS

Purpose: Children can select and compose their own titles.

Activity

Have the children make dioramas of something that interests them. (Animals, monsters, etc.) After each is finished, display the dioramas. Let each child study each and compose a title for it. When all scenes have the titles, ask the child who built it to choose the best title and mount it on his diorama.



Resource

Shoe boxes, clay, paint, construction paper, and other bits of odds and ends the children can use in their diorama.

Motivation

Select several pictures and display them on a bulletin board. Discuss what is happening in each. Let the class decide on a title that best describes the picture.

Follow-up

After the dioramas have been titled, the child who made the scene then writes a story to fit the title and the diorama.

Variation

Children can compose titles to music and to abstract art as well.

PUNCTUATION AIDS

Purpose: Children will use ., ?, and ! in their own work.

Activity

Ask a child to read aloud one of the sentences as if they were reading it in the story. When he has read the sentence ask the class if that sentence told them something, asked them a question, or exclaimed a surprise or fright?

Have them put in the ending punctuation. Then read the sentence aloud.

Resources

Sentences from a story that contain no ending punctuation.

Motivation

Prepare a short simple story--perhaps a mystery or something exciting--that has characters with the childrens' names. Duplicate five or six sentences from the story that the children can read.

Follow-up

Have the class write their own stories, but to leave out all punctuation. After you have looked the stories over and and screened them for unusual sentences or atypical punctuation clues; duplicate them in a small book. During free time, in small groups or at home, the children can fill in the punctuation as the stories are being read to them.

Variation

Let the children complete quotes using statements, questions, or exclamations:

Frank said: " . . . "
Julie asked: " . . . "

Encourage and praise the use of the punctuation marks in original stories. Perhaps using a small bulletin board as a Show Case for unexpected or unsolicited work.

LOCATE INFORMATION AND DETAIL

Purpose: Children match picture and phrases to text.

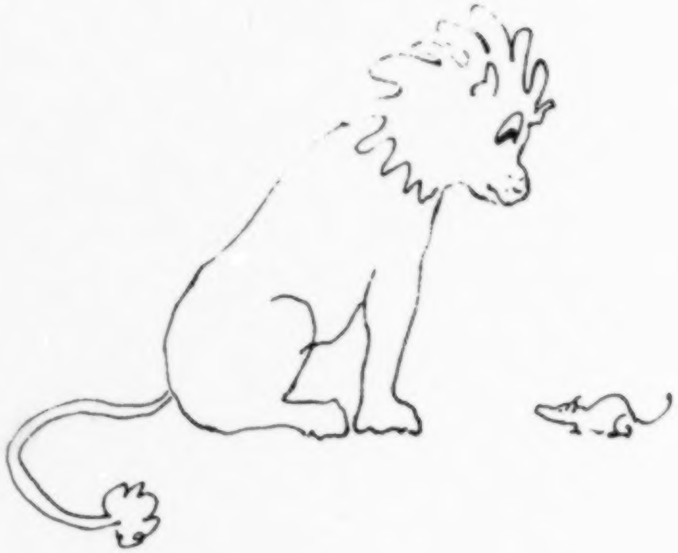
Activity

Duplicate the following text or any appropriate text that you have available with a corresponding picture. Have the children cross out the sentence in each group that is not true.

Lion said, "I will eat you, Mouse."
Mouse said, "I want you to eat me."
Mouse said, "Let me go, Lion."

Mouse let Lion go.
Lion let Mouse go.
Lion said, "Run fast, Mouse."

Lion said, "Help! Help!"
Mouse said, "I will help you."
Mouse said, "Don't yell at me!"



Resrouce

Lion and the Mouse fable.
Prepared worksheets.

Motivation

Read the *Lion and the Mouse* fable.

Worksheet of pictures and each picture will have three sentences. Child will find and circle the only sentence that corresponds with the picture.

The bunny is eating.
The alligator is eating.
The beat is eating.

The boy is climbing a tree.
The boy is sitting under a tree.
The boy is sleeping under the tree.

Follow-up

Play cartoon scramble. Teacher cuts from newspapers various cartoons that interest children. Cut off the text from the pictures. Give each child a set in scrambled order. The children have to match the appropriate picture with the appropriate text.

Variations

Children write stories, title them, and draw pictures to illustrate them. When they have concluded cut them apart and have other members select and reunite the various pieces.

LOCATE INFORMATION AND DETAIL

Purpose: Students can read to find answers to questions.

Activity

Put several books about different interest subjects, such as animals, places to visit, space, etc. out on a table. (You'll need as many books as you have students in your group. All should be at or near their reading levels.) After getting acquainted (see motivation) with the books ask each child to find the answer to some question. Give the questions to the whole group and let them decide which child's book will have the answer. To answer the question the student should give the page number and read the sentence or paragraph which contains the answer.

1. If I wanted to find out about where a mother deer hid her baby fawn, which book would I need? Can you find the page and sentence that will answer that question?
2. Which book would have lots of imaginary people in it? Can you find the part in your book that talks about people who only see with one eye?
3. I like to eat spinach. One of these books talks about a family who had a big garden and who grew all kinds of vegetables. Can you find out things we might plant in a city garden?

Resources

Several story books of interest to the students and at their reading level.

Motivation

Let the children explore the books by examining the titles and guessing what the book may be about. Encourage them to look at the pictures and try to find out what happens first, second, etc. Let them choose one book that will serve as the reference book on _______ (animals). Tell them that you will ask some questions that only they can answer with their book. Give them a chance to get acquainted with the book.

Follow-up

Write several questions on slips of paper and leave them on the library book shelf in the room. Tell the children to choose one slip, find the book that should have the answer to that question and write its title, page, and sentence on the back of the slip.
Mix up the slips the second day and have the class *check* to see if they can find the question and answer.

Variation

After children are familiar with reference books, such as the children's encyclopedias, assign simple questions to be researched.

LOCATE INFORMATION AND DETAIL

Purpose: Children will use their texts to find and identify speakers.

Activity

When the children have completed a group of stories, or when they have finished a book, play *Party Line* by asking specific questions about the characters they have read about:

1. I'm thinking of a character who said
   I'll huff and puff and blow your house in.

2. This mother said, *Help me find my little lost boy!*

3. This baby played a trick by telling his father,
   I can fly.

Resources

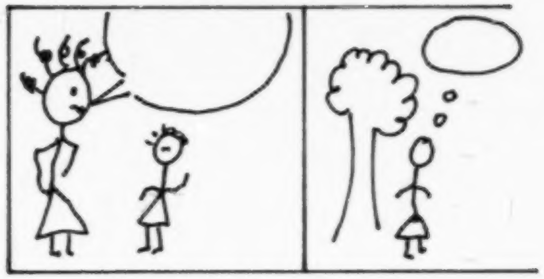
Readers

Motivation

Have the children close their eyes and tap one on his shoulder. *It* then makes a sound. The rest try to guess who. The child who guesses correctly is *it.* Tell them that you are going to play a guessing game with books.

Follow-up

Have the children draw cartoons of the characters in their stories, but leave out what they say. Give the cartoons to another child to complete the script.



Variation

Have the children write the quotations to be found.

Play a verbal charade by having the child act out what was said, but without giving any clues who said it. The others must find the quotation in their text. The first one to locate it is the next *actor.*

SKIMMING

Purpose: The student can find a paragraph quickly.

Activity

Before the children have had a chance to study their stories, or to orally read them, ask them to find general information located in paragraphs:

Who can find the paragraph where Mother is talking?

Who can find the paragraph that tells where the family is going?

Resources

Texts

Motivation

Discuss the general make-up of paragraphs: that they are usually based upon one main idea. Sometimes we need to locate information about certain ideas quickly. Practice finding paragraphs in stories that tell who, what, where, why, when, how.

Follow-up

Divide into teams of three and see which team can find the paragraph first.

Variation

Display several paragraphs (or short stories) on the chalkboard. When you say go have the child run to the stories and skim for the paragraph you designate.

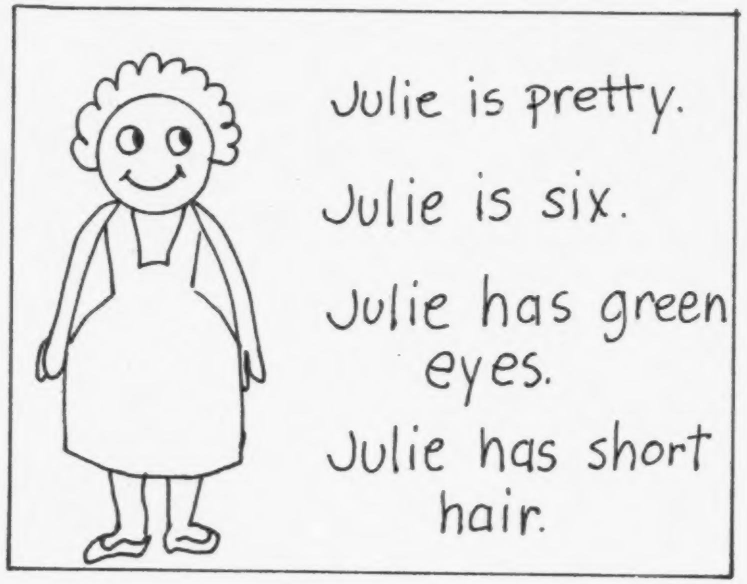
FIRST

DEVELOP VOCABULARY

Purpose: Children learn to use descriptive words.

Activity

One fun way to introduce descriptive words is by writing word portraits. Choose someone in the class (eventually all class members could have their portraits written) or a favorite teacher, or anyone who is very familiar to the students. Discuss what a portrait is. Is a picture portrait the only way to describe a person? No words can often do it better. Let the children dictate sentences to describe the chosen subject while you write on the chalkboard. The word portraits can be illustrated with drawings too.



Julie is pretty.
Julie is six.
Julie has green eyes.
Julie has short hair.

Resources

Pencil and paper and imagination.

Motivation

Have the children first draw a picture of someone. When drawing is finished ask if the picture told everything that the artist wanted it to. How old the person is? How the person acts? What the person does? Then introduce the word portraits.

Follow-up

Have children describe other things that they are familiar with. Have them describe objects to you so you would understand the word even if you had never seen the object. As they describe you draw exactly what they describe on the board. Often the children will have to stop you to erase because they have not been specific enough.

Example: In describing a plane a child might say it has wings. You might draw wings like a bird rather than a plane. This is a very enjoyable activity.

Variations

Give the class a copy of a story that contains only the skeleton of events. Have them add descriptive words or phrases that will *dress up the story.*

John went to a funny show with his
nice mother. They saw a good
movie about a furry lion.

CLASSIFY INFORMATION

Purpose: Children learn to recognize and classify adjectives, nouns, and verbs.

Activity

After children have learned that adjectives are descriptive words (see page 100) and that nouns are naming words, and that verbs are action words (see page 85) they are ready for classifying them and thinking of their relationship to each other. Print a large selection of nouns, verbs, and adjectives on cards. Fan them in your hand and let each child select several of each, saving one of each for yourself. Using a sentence chart the teacher begins the classification.

Adjective	Noun	Verb
green	house	runs
big	table	jumps
old	boy	hides
pretty	car	sleeps
dirty	frog	reads

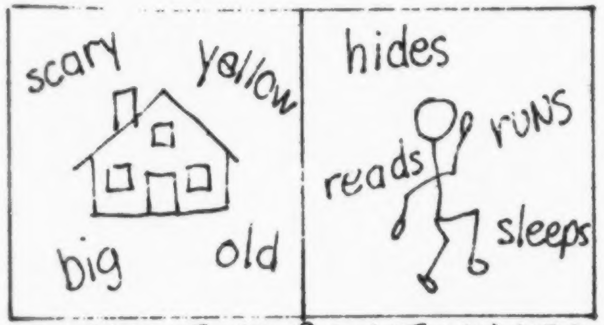
The children take turns placing their word in the proper columns.

Resource

Sentence chart and appropriate noun, verb, and adjective cards.

Motivation

Let the children help you make a bulletin board. Divide the bulletin board into two sections. In one section place a picture of a house or any object that the children can find words to describe. Let them find and cut out words to describe the house. In the other section paste a picture of a person. Have the children cut out verbs that could tell what different activities the person could do.



HOW DOES IT LOOK? WHAT CAN HE DO?

Follow-up

After the children have finished the main activity, let them take turns placing the words to make interesting phrases. Ex:

Adj.	*Noun*	*Verb*
black	witch	hops
green	car	races

Have the children bring pictures to class. Take turns describing them and picking out the things that are nouns, the words that could be used to describe them, and the actions they are doing.

Variations

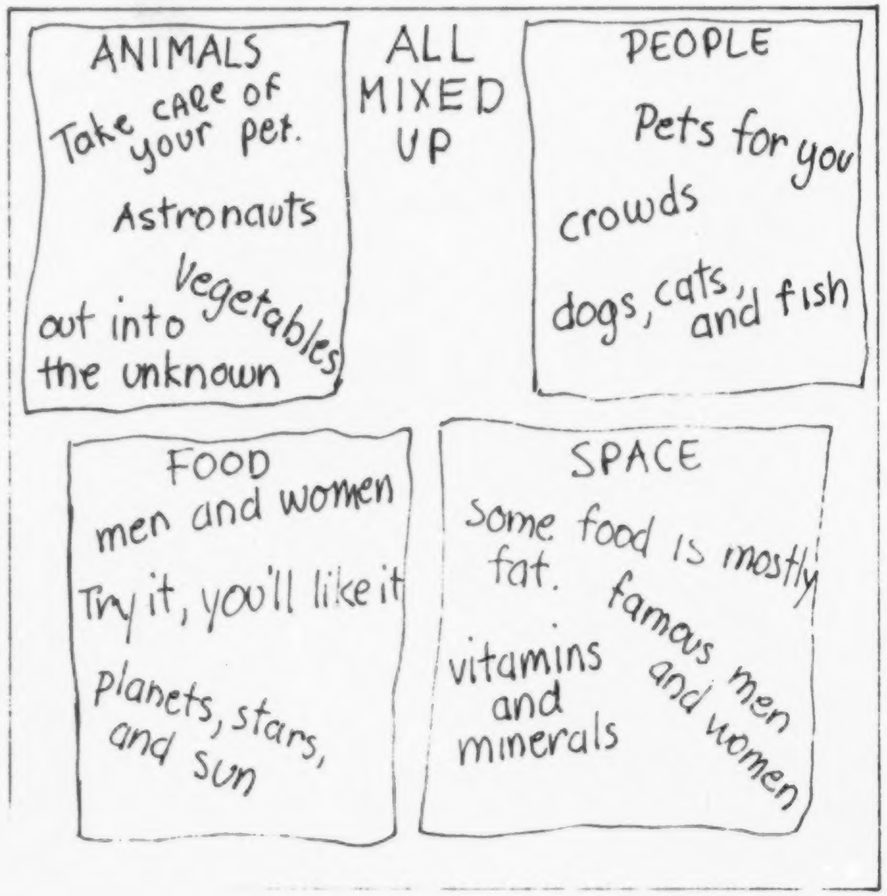
Children do worksheets filling in the blanks with either nouns, verbs, or adjectives as needed. Caution the children that they have to decide what type of word is needed.

CLASSIFY INFORMATION

Purpose: Children will sort words, phrases, sentences, titles and paragraphs into categories.

Activity

Make an *Action Bulletin Board* and let children have a turn sorting the various words and word groups into several categories.


ANIMALS
Take care of your pet.
Astronauts
Vegetables
out into the unknown
ALL MIXED UP
PEOPLE
Pets for you
crowds
dogs, cats, and fish
FOOD
men and women
Try it, you'll like it
planets, stars, and sun
SPACE
Some food is mostly fat.
famous men and women
vitamins and minerals

Resources

Five or six large pictures
Word, phrase, sentence, paragraph and title which could correspond to each picture.

Bulletin board or flannel board.

Motivation

Read a short story or poem. Ask children to think of a word which helps them remember it. Can they think of a title?
Read two paragraphs, one from the story and one from another. Ask which one of the paragraphs made them think of the story.

Follow-up

Place green footprints on the walls when the children are out of the room. When they return ask them to write down a list of words that the footprints make them think of.

monster
green
scary

They should have a list of five or six in a couple of minutes.

They expand their words into phrases using describing words to go with naming words, vice versa.

Then expand the phrases into sentences and sentences into paragraphs.

When they have completed the task, ask them to think of a title that would make others want to read their paragraph.

Illustrations will add to the interest.

Share.

Variation

Place words, phrases, sentences, paragraphs and titles which correspond to pictures in a large box. Have the children sort them.

FOLLOW DIRECTIONS

Purpose: Children can follow simple written directions.

Activity

Using commands written on slips of paper, children play a game following written directions. Begin by having a child read a command and carry it out. When this can be carried out have child read the command, put it away and then carry out the action directed. Encourage the children to write their own commands.

Hop on one foot.

Run around the room

Sharpen your pencil.

Stand up and clap your hands.

Walk to the door and say a poem.

Get a red pencil, sharpen it and give it to Tom.

At first you might want to limit the words to those the children are familiar with and use in their reading series, but the children will catch on fast and will remember the activities.

Resources

Written commands on slips of paper

Motivation

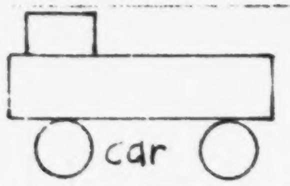
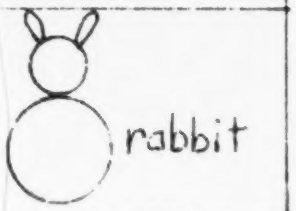
Play Simon Says

Follow-up

Have the children follow simple recipes and prepare a snack for the class. Instant pudding and prepared drink mixes would be two easy things that could be done in the classroom. You might want to divide the class into two groups. Add directions for cleaning up the room and for serving the snack.

Variations

For use in the child's spare time, make cards with simple directions for making simple drawings. Children get card and blank paper and work independently.

Draw two black circles. On top draw a red rectangle. On top of that draw a square. What do you have?	
Draw a big circle at the bottom. A small circle on top. Two pointed ears on the small one. Guess what you have?	

FOLLOW DIRECTIONS

Children will expand and practice skills introduced at lower levels.

See pages: 71 & 87.

Variation

One of the most difficult and complex skills that teachers often ask children to do is to copy assignments from a blackboard. Many young children have immature vision which renders such an activity impossible. Watch for signs of such immature perception as. extreme period of time needed to complete the task, squinting, poor, inconsistent copy, and extreme frustration and fatigue during the activity.

Begin board work slowly and observe the students carefully. Because such a task is a common instruction tool in later years, children do need to practice it once in a while. Use other audio visuals as an introduction:

1. Instructions placed on labels. Short distance copying and/or tracing.
2. Master copies written on chart tablets placed at eye level near child.
3. Master copies written on board, in good light, and near child.

FIND MAIN IDEAS AND/OR CHARACTERS

Purpose: Children associate the title with the main idea.

Activity

Clip from the newspapers familiar easy to read cartoons such as *Peanuts, Nancy,* and *Family Circus.* Have the children read them and select titles for the various ones. Emphasize that the best title reveals something about the main idea in the story.

Resource

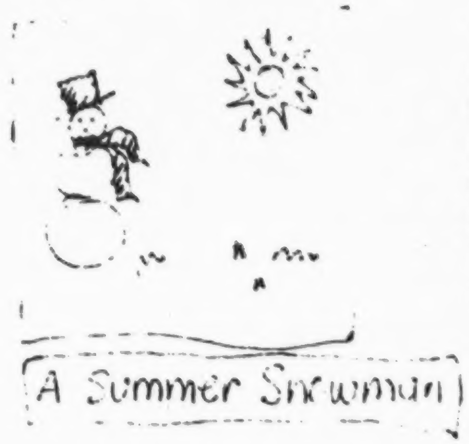
Cartoons from newspapers.

Motivation

Prepare a worksheet that contains a picture with something wrong.

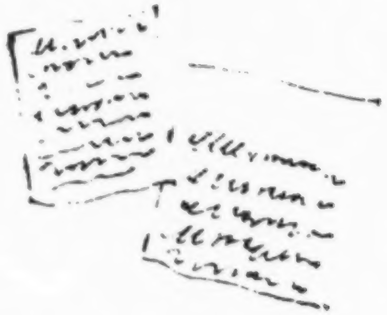
Let the children select a title associating the title with the error in the picture.

If the children fail to catch the error immediately lead them into finding it by asking questions for discussion of each part of the picture.



Follow-up

Have each child write a short simple story omitting the title. Every exchange papers, read the story and make up a title.



Variation

Bring in several books from the library. Examine the titles. Discuss what the story could be about.
See if any children would like to read the books to see if their ideas were right.

FOLLOW SEQUENCE

Children are expanding and practicing skills learned at an earlier level.

See page: 90

Variation

1. Cut up simple stories about familiar activities and let students race against a clock to put the sentences back in sequence.

2. Encourage students to read stories that would be entertaining to the rest of the class. Allow them to use these stories to *produce* a playlet. Before they can choose the cast, tell them that they must write a script of what happens first. (Note: these will be extremely simple and your expectations for such an activity must depend upon the maturity of your class.)

CRITICAL AND CREATIVE READING

Purpose: Student can draw conclusions and predict outcomes.

Activity

(Refer to *The Mixed-up Signs,* MAY I COME IN, Ginn 360, Level 5, Ginn & Co., manual, pg. 165-170.)

Distribute copies of the following exercise. Tell the children that the numbered sentences tell things that might have happened if somehow the street signs got all mixed up. Tell them to read the first sentence and to draw a line under the sentence which tells what they think could happen next.

1. A policeman saw a NO PARKING sign on a building
   He said *My, my.*
   - He went to take the sign down.
   - He made cars park in the building.
   - He tore down the building.
2. A man saw BOOKS on a sign. He said *What is this?*
   - He stopped and read a book.
   - He ran his car into the sign.
   - He asked a man to tell him the way to the book store.
3. The mayor saw a sign that said ONE WAY .
   - He put up some balloons to hide the sign.
   - He made all the cars go one way.
   - He went to find a sign that said MAYOR.
4. A lady saw a sign that said SCHOOL, GO SLOW .
   It was on a tree.
   - She stopped her car so the school could go by.
   - She took the sign to the policeman.
   - She chopped the tree down.
5. The Jones boy saw a sign that said LOOK OUT FOR DOG
   - He stood on his head to read the sign.
   - He waited to see the up-side-down dog.
   - He turned the sign over.

Resources

Activity sheets

A story about mixed-up signs. (Use the Ginn story or make up one of your own.)

Motivation

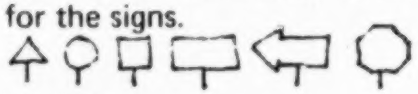
Get a large picture of a street scene. Place signs in strange places.

Let children put them in order.

Follow-up

Give them the shapes for the traffic signs in your town and ask them to write what the sign says on them.

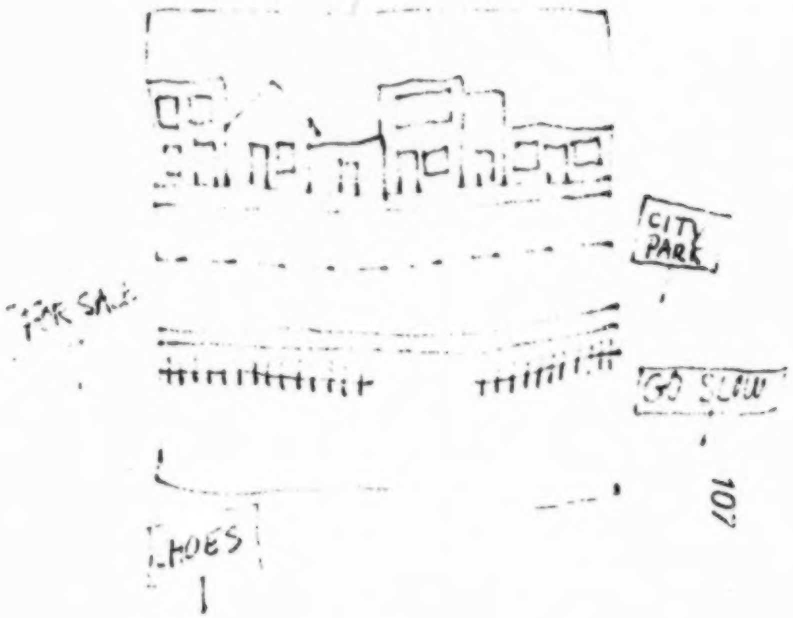
Encourage the parents to take the children for a drive to look for the signs.



Variation

Read the exercise and have the children draw a picture of the right response.

Let the students make up other examples of crazy signs in the form of riddles, or puzzles or a bulletin board.



CRITICAL AND CREATIVE READING

Purpose: Students can make inferences.

Activity

(Refer to *The Lion and the Mouse,* HELICOPTERS & GINGERBREAD, manual, pg. 270, Ginn 360 Readers, Ginn & Co.)

Read the fable of the Lion and the Mouse. Discuss the importance of the mouse's sharp teeth, making it possible for this small animal to help a large animal. Ask the children to think of ways other animals help each other in times of danger:

How could a mouse help a rooster?

How could a beaver help a duck?

How could a robin help a turtle?

How could an elephant help a monkey?

How could a deer help an owl?

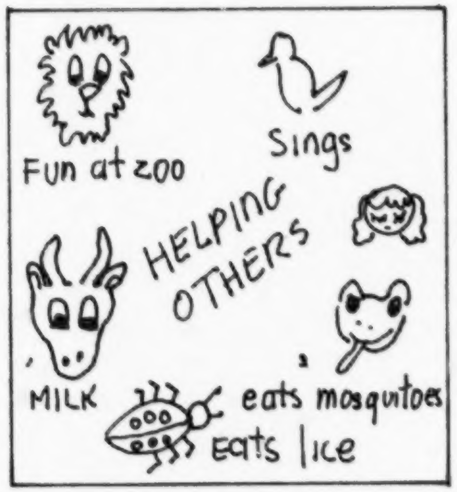
It may be necessary to suggest situations in which an approaching animal implies danger: a fox entering a chicken house, a bird looking for something to eat . . .

Resources

Story

Motivation

Have the children find or draw pictures of animals for a bulletin board.



Ask how they help us.

Follow-up

Ask several children who have small pets such as hamsters, gerbils, etc. to bring them to school in their cages for a day or two. Watch to see how they help each other (pairs) or take care of themselves, protection devices, etc.

Variation

Ask children to write their own fables.

After reading several fables, choose a favorite to dramatize. When they have finished their play, teacher (or other children) ask *how could* and *what if* questions.

CRITICAL AND CREATIVE READING

Purpose: Children show appreciation for imagery.

Activity

Read a story or poem that uses nonsense words:

* The Bibiliobobolies (Elva Allen)

The Bibilibobolies went to sea
In a Bibiliboboliboo.
They took with them a Giboligob
And a Giboligobbiligoo.
It was a libbolobobbly kind of day,
That even made you want to play.

As they sailed to the sea of peaches and cream,
They met a Libbolilobolileam.
A Fliboidifloboldi came their way,
And they told him to Zibolzizobbolzizay.

They came to the land of Laugh-alot,
And landed on a Cafalcot.
They had a feast of Zibolzot,
With a side dish of Giboligot.
They made their beds in an Ibboldi Tree,
And slowly went to sleep
ol
di
di.

Have the children tell what they think a Bibilibobolie is. What does one look like? Does it make noise? What does it eat? Is it big?

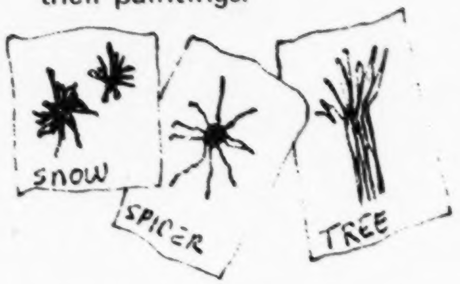
Resource

Nonsense poem or story.

Motivation

Look at some clouds and have the children imagine what things the clouds look like.

Make *blob* pictures by blowing paint through straws. Then write stories about what they *see* in their paintings.



Ask if any have had imaginery friends when they were little. What did they look like? etc.

Follow-up

Read a story about a surprise or a mystery that would lend itself to the stimulation of imagination. Have the children draw a picture of what they think some object, character, or thing would look like and do, etc.

Tell them to watch the TV cartoons for imaginery characters.

Variation

Divide the class into two teams, artists and writers. Let the artists go outside for fifteen minutes while the writers make up an imaginery character and write a story about it. When they have finished let the artists have the stories and paint a picture of the character. (Or make it out of clay, etc.)

Reunite.

Change roles some other day.

---

* Refer to *Language Experiences in Early Childhood,* Encyclopedia Britannica.

CRITICAL AND CREATIVE READING

Purpose: Children show appreciation of author's style and expression.

Activity

Gather and read several Dr. Seuss books that the children like. After reading the stories ask the children what they like most about the way the author writes his stories encouraging answers like use of rhymes, make-believe characters, nonsense words, funny-looking people, etc.

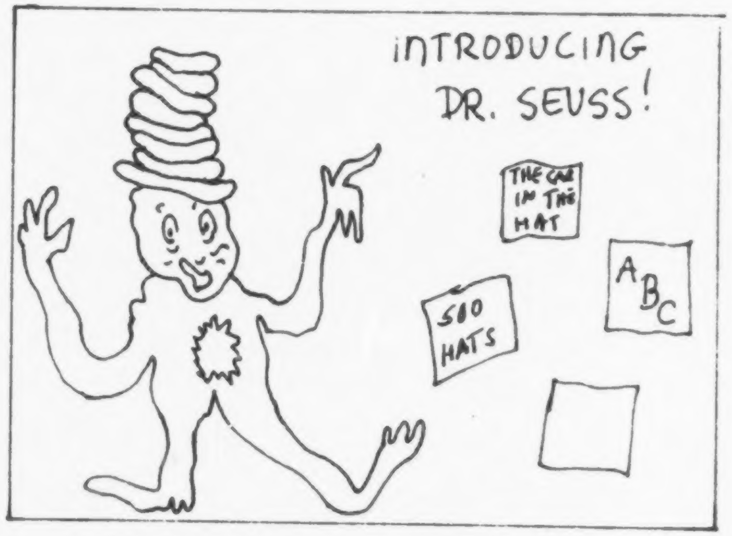
Read a story by another author that is much different from Dr. Seuss. Have the children compare. How did they know that book was not written by Dr. Seuss?

Resources

Dr. Seuss books

Motivation

Use the book jackets for a colorful bulletin board.



Discuss the ways people look alike (dress, fix their hair, etc.) But each one is an individual who does many things only like himself. What do they do that no one else does like them? Lead discussion into the way people draw pictures and write stories. They should see that author's write stories for others to enjoy, but that they may write like no one else and that is one reason we like their stories.

Follow-up

Write letters to Dr. Seuss telling him what books they have read and enjoyed and why they like his stories.

Make paper mache' characters from his books.

Variation

Look through their readers for favorite stories. Talk about the ways that the authors try to interest their readers: some write their stories much like poems, others bring imaginary characters *alive* or use animals and other non-human things that do human-like things. Have them choose a favorite and try to write a story using the same style.

CRITICAL AND CREATIVE READING

Purpose: Child relates story to own experiences.

Activity

(Refer to I LEARN TO READ AND WRITE, Encyclopedia Britannica Press, p. 52.)

Read *The Mystery of the Closed Door* which was written by a first grade student. Discuss the story. Discuss the meaning of the word mystery. After they understand the story ask them to write, as a class, a mystery story. As the children dictate, write the story on the chalkboard or on cards for the sentence chart. Think of a title for your story.

THE MYSTERY OF THE CLOSED DOOR

Here is the school with smoke coming out.
There are the boy's monkey bars, with no boys on them.
And there are the stairs with nobody running up and down.
Nobody is on the basketball court.
Here are the closed doors. The janitor closed them so
nobody could come in.
There is a bell on top of the roof. It is very shiny and black.
The bell rang and it was time to go in. Geraldine and I ran
to tell Mr. Hansen to open the doors, because it was time to go in.
The fence was there with nobody coming in.
And there stood the stairs, with nobody coming up.
Still smoke was coming out of the chimney.
Still stood the monkey bars, with no boys on them.
The little chinning bar had nobody playing on it. Neither did the
medium or the big chinning bar.
Did you see what was the matter?
Everyone was in the classrooms, and Geraldine and I thought they
hadn't come yet.

Resource

The Mystery of the Closed Door
Cards for the sentence chart.

Motivation

Bring to class a big empty box. Ask the children to help you solve the mystery of the box. Children take turns guessing what is in the box.

Follow-up

At the conclusion of the story *Mystery of the Closed Door* let the children illustrate the story.

After they have composed their own class story, have it duplicated so that the children can illustrate it pasting the sentences under the pictures that they draw.

Variation

Children write stories about a recent field trip that the class has taken.

For supplementary reading for your children and an enjoyable time to write a story using words from their readers. Instead of imaginary characters use names of members of the class.

CRITICAL AND CREATIVE READING

Purpose: Children will begin to compose their own stories in written forms.

Activity

Young children are enthusiastic storytellers if they have had the opportunity to experience what they are to communicate, if they have been encouraged and motivated, and if their stories are accepted as a creative work, rather than a technical check of spelling, writing, and/or punctuation skills.

An atmosphere of friendly encouragement is necessary.

Let the students know that you are there to help if they need it, to write words that they have not learned to spell on the board, to provide additional motivation and enrichment when needed, to praise attempts for being especially creative and/or imaginative.

After the children have become familiar with their item, tell them to write all of the things that their special *friend* could do. Lead more capable students into telling you, in writing, what it looked like, how it felt, etc. As children have more practice, lead and encourage more of a variety of sentences.

Resources

A paper bag containing several items which would have tactile appeal:
- silk scarf
- feather
- piece of fur
- sand paper

A record of active music:
- bright, happy melody
- bold, slow beat
- march
- mysterious

Motivation

Ask each child to pick something out of the bag without looking. Let them experiment with their item to see what they can do with it. The music can serve as a stimulus to creative movement.

Follow-up

Let the children paint pictures of themselves and their item.

This activity can be done several times, each time with a different stimulus item. The stories and pictures then bound together into a book. (Such example of children's creative works are favorite gifts of parents at Christmas, etc.)

Variation

After a field trip, ask the students to write down their thoughts about the activity. Encourage free thinking and description rather than pure sequence or retelling the activity.

CRITICAL AND CREATIVE READING

Purpose: Children can interpret attitudes and feelings that they read about.

Activity

After the children have read a story about a familiar experience, such as having to let a pet turtle go, or opening a package, etc. Let them discuss ways the story characters might have felt. And if they have ever felt that way about anything. What happened after the experience? Did they talk to anyone about what they did?

Encourage them to create a conversation that might have taken place between the characters in the story. What the character might have told someone else. Or, what the character said when he let the turtle go. What the turtle might have said if he could talk.

As I WAS SAYING....

Resources

Story from their reader.

Motivation

Watch a movie that has no conclusion (see index of A-V materials). Encourage a discussion of how the characters feel about themselves and about others.

Follow-up

Play *Put Yourself in My Shoes* by suggesting situations and having children interpret the attitudes and feelings that the situation calls for. Write the situation on slips and have children create the characters by drawing for the slips.

Variation

Listen or read stories such as *Crow Boy* (Taro Yashima) which have strong characters and which invoke much discussion of attitudes and feelings. Have them role play the parts of Chilibi and his teacher, etc.

CRITICAL AND CREATIVE READING

Purpose: Children empathize with characters.

Activity

Divide the class into several small groups. Let each class select and dramatize a favorite fairy tale. As the groups are working together on preparations, go to the groups and discuss what the characters would feel, what the characters would do, and ask each child to try to and feel as the character would. Explain that this will make the dramatization as *real* as possible.

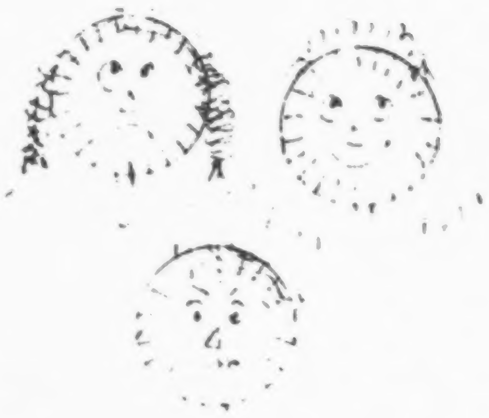
Resources

Have picture books available for quick reference for the children.

Motivation

Center a class discussion around these or similar questions.

1. How would you feel if a dog ate your ice cream cone?
2. What would you feel if you came to school and everyone was walking on the ceiling?
3. How would you feel if your brother hit you?



Follow-up

Read a story to the class or play a story record to them. At a climatic point stop the record.
Discuss or write how the character would feel and what they would do.

Variation

Make masks on back and front of paper plates (sad, happy, mad). Have the children hold up the masks as you read a story or poem when the character feels sad, happy, mad, etc.
(Cut holes for eyes. Add yarn hair and other details.)

TYPOGRAPHICAL AIDS

Purpose: Children will use quotations in their own stories.

Activity

Tell the class to pretend that their pencil just came to life, that it can talk to them. What would it say first?

Write on board (Motivation + review)

He screamed, *Ouch!*
My pencil said, *You think I'm a toothpick?!*
Mr. Pencil said, *I love you because . . .*

Give them time to write down the things their own pencil might tell them.

Then ask the children what they might say in return.
I would say, *What's the matter?*
Why would I think you're a toothpick? I wondered.

Encourage the conversations and praise all efforts. Early birds can draw pictures of themselves talking to their pencils. Again encourage all the children to be spontaneous and don't be critical of spelling or writing. Praise the use of quotation marks.

Motivation

Ask the class to get their pencils and paper ready, but not necessarily for what. Give them plenty of time and observe what the children do. Ask them to look very closely at their pencils, that their pencil probably knows them better than anyone else in the room. Tell them to think of what they do to their pencil, to remember what they just did with it. Did they put it in their mouth and chew on it? Did someone lose it? Drop it? Ask the class to write on their paper what they just did with their pencil.

Follow-up

Watch for, and praise, future attempts to use quotations in their stories.

Let them choose other inanimate objects to have conversations with.

Variation

Read the poem of the Gingham Dog and Calico Cat and encourage children to write a conversation of what the two toys might have said to one another.

TYPOGRAPHICAL AIDS

Purpose: Children will select and compose titles for stories.

Activity

After the class has had several experiences writing stories, collect one story from each child on a variety of subjects. Hand these stories out to children who did not write that story. Allow them to read the story and to ask any question about it that they feel they need in order to draw a picture of that story. After the drawings are completed ask the artist to think of a good name for the story and to write it as a title.

As the titles are entered, collect the stories, pictures and titles. Read the story (or let the author read the story) and display the illustration (let the artist) and then choose from the total, three titles, one which belongs to that story. Let the class guess which is the best title.

Resources

Stories by the class on a variety of subjects.

Art supplies.

Motivation

Read some short stories to the class and let them choose from three titles a best one.

Read some short stories to the class and ask for good titles that might go with that story.

Follow-up

Display on bulletin board during Parent-Teacher meetings.

Duplicate and bind into a book to take home

Variation

Choose titles for new TV shows. Or think of titles for one episode of favorite programs. (Use TV Guide for story briefs.)

TYPOGRAPHICAL AIDS

Purpose: Children will locate paragraphs and recognize paragraph indentions.

Activity

Let the children examine a page in one of their texts. Ask them what they see. Lead them into discovering that several sentences might be grouped together with space all around them. Does anyone know what that group of sentences is called? Do they notice anything special about the first sentence in the paragraph?

Ask them to count the paragraphs on that page. To read the first sentence. The last.

Resources

Text

Motivation

Play detective.
(I'm thinking of something in our room that is red on the outside and white on the inside. Apple.)

Lead children to *discover* a book, and then into examining it:

1. What's the name?
2. Who wrote it?
3. How many pages?

Follow-up

Read aloud several sentences about one subject, with one obviously that does not belong. Which sentence should be *thrown out of the paragraph.*

Ask the children to cut a story out of the newspaper and draw circles around the paragraphs.

USE PUNCTUATION AIDS

Purpose: Children make distinctions in their own writing by using periods, question marks, and explanation points.

Activity

Prepare short selections that have no punctuation marks in them at all. Ask the children to read them and insert the marks so that the paragraph makes sense.

My rocket blasted off from Cape Kennedy
Do you know where I was going Venus I was
on my way to Venus I was afraid at first
What if I could not find my way home

One day I was walking down the street Can you
guess what I saw I saw a white ghost Boo
I ran away

Do you have a pet I have a fish that lives in
a bowl My fish can swim fast Wow He can
go as fast as a jet

When they can find and place the correct punctuation in others' writing, ask them to write short stories and to use a period, question mark or exclamation point to make them more fun to read out loud.

Resources

Stories without punctuation
Pencils

Motivation

There are many kind of stop signs, some are red and they tell us when to stop our car; others to tell us when to stop our voices. Sentences must have stop signs. Ask a child to read without stopping. Some stop signs at the end of some sentences tell us that it is question. Find a question. Some sentences end with a period and they tell us something. Others have an exclamation point to show excitement or surprise. Find one. Read sentences that have different endings. Have children find the one you read.

I found the pencil.
I found the pencil?
I found the pencil!

Follow-up

Ask them to bring in examples of the three kinds of punctuation that they have found in newspapers and read the sentence. (Their parents will probably have to practice the words with them.)

Variation

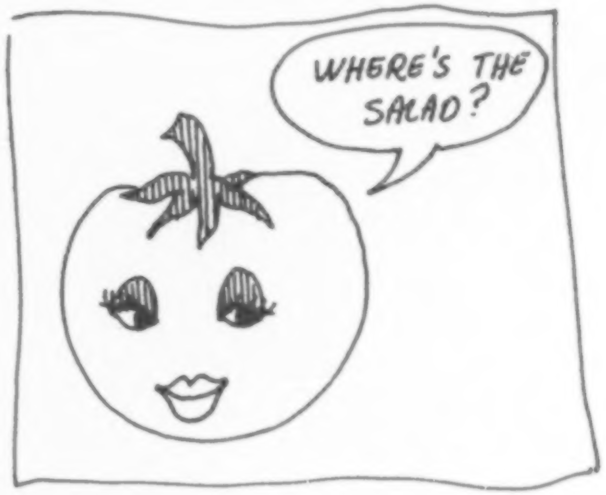
Have the children make up short stories about something scary, but to leave out the punctuation. When they have completed the stories, give them to another child and have them add the punctuation. Compare the stories. Did the meaning change?

USE PUNCTUATION AIDS

Purpose: Students will use quotations as a means of understanding what they read.

Activity *

Have children cut pictures of things which do not usually talk, animals, fruits, babies, and think of funny things they might say if they could. Mount as colorful posters.


WHERE'S THE SALAD?

Resources

magazines
construction paper
paste
scissors

Motivation

Cut out cartoons, such as the Family Circus, and cover the words at the bottom. Let the class compose the conversations. Select two or three and compare with the original.

Write a short conversation around the incident:

Mad man dragging Dennis by the hand, *See here, Wilson. . . There's no buried treasure in my yard, and you KNOW it!*

Follow-up

After reading a story with many quotations, ask the children questions that indicate who said what and who answered.
(The Little Red Hen is a good story for this activity.)

Variation

Use a tape recorder to record a conversation (with the knowledge of the people involved). Write the conversation using a quotation marks to indicate speakers.

---

*Refer to Helen Metz, Cheyenne, Wyo., Oct., 1971, *Grade Teacher*

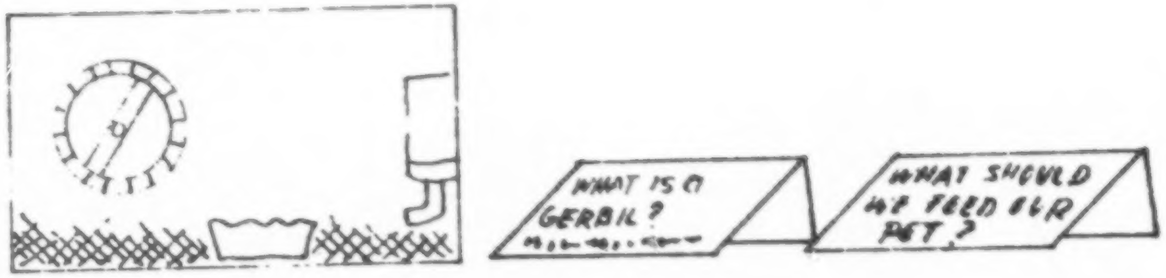
LOCATE INFORMATION AND DETAIL

Children are expanding and practicing skills introduced at an earlier level.

See pages 97 and 98.

Variation

1. Assign short subjects of interest to children. (Note: watch for interests!) Let them write answers to research questions on index cards to be used at the science or art table.


WHAT IS A GERBIL?
WHAT SHOULD WE FEED OUR PET?

2. Take notes during a class discussion. (Or record it.) Later duplicate the notes with such questions as:
    1. Who talked the most?
    2. Who said something funny?
    3. Who changed the subject before we were ready?

SKIMMING

Purpose: Students will use skimming to locate answers to questions.

Activity

Hand out short stories which the children have not seen before. Tell them that you are going to ask them questions and that they are to see how quickly they can find the answers.

Who are the characters? Draw box.

Where were they? Draw circle.

What were they going to do? Underline

Resources

Stories duplicated for each child.

Motivation

Explain that sometimes we need to read fast.
Ask if the children can think of such a time.
- Using a telephone book
- Looking for a word in the dictionary

Practice finding their names or favorite words.

Follow-up

Have them watch their father or mother read a newspaper.
Make a list of the parts that they read carefully and the parts that they skim.
What were they looking for?
Something interesting?
Something funny?
A job?
A lost puppy?

Variation

Give each child a different story and let them make up general questions about it.
Tell them to give their story to another child and ask them to find the answers quickly.

SECOND

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DEVELOP VOCABULARY

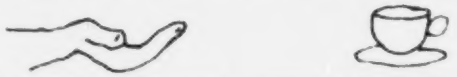
Purpose: Children demonstrate that they understand that one word may have more than one meaning, homonyms.

Activity

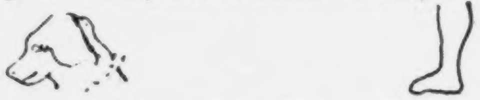
Prepare a group of riddles which demonstrate that the answer to that riddle may have several meanings. These riddles can be on flash cards with the answers on the back. The children can draw pictures illustrating the meanings on the front:

I am thinking of a pretty color and also something we did to balloons.

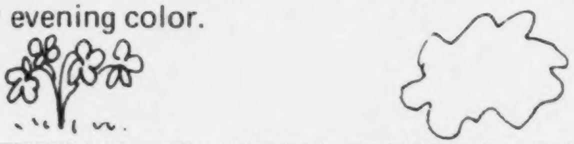
I am thinking of a way you can fix your hands so that water cannot run out and also the thing we drink cocoa from.



I am thinking of a baby animal and also a part of your leg.



I am thinking of a little flower that blooms in spring and a pretty evening color.



Let them discover that the same sound for a word may not always be spelled differently so that we know which meaning to use. Look up several words in their picture dictionaries.

Resources

Sentence strips with riddles.

Crayons

Motivation

Give the children examples of a sound that might have different meanings, such as a siren, a baby crying, a scream, etc. Ask them what that sound could mean in different contexts: a siren in a circus, a siren on a highway, a cry in the night, a cry at noon, a cry when the baby is outside, etc.

Follow-up

Let them choose the stimulus word and make up their own riddles for someone at home, or for another reading group.

knot - not
ring - wring
meet - meat
site - sight
here - hear
week - weak
see - sea
red - read

Variation

Have the children write short stories (or tell stories) but to put in one sentence using the wrong meaning of a word:

> I needed to buy some pretty cotton for a new dress. I walked to Mr. Smith's store and asked him to measure three *playgrounds* of cotton for me.

Ask children to write the riddles for a [illegible] from their [illegible] double meanings [illegible]

DEVELOP VOCABULARY

Purpose: To determine whether the children remember the vocabulary pertaining to a particular unit.

Activity

At the conclusion of a particular unit (i.e., Space) when the children have had time to understand the vocabulary given and have used the vocabulary words themselves, ask them to role play specific activities involving vocabulary words.

Walk as though you were not in the force of *gravity.*

The *astronauts* are entering the *space capsule.*

The astronauts *explore* the moon and find *craters.*

The *helicopters* rescue the astronauts after they return to earth.

Resources

Experience charts made during unit on Space.

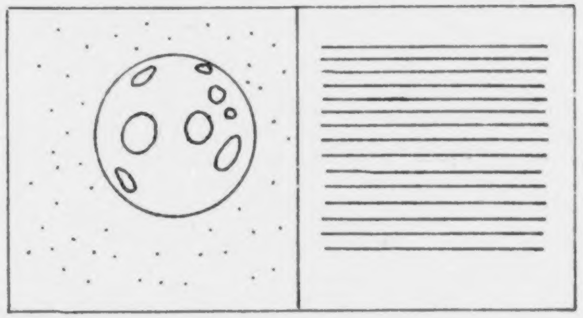
Motivation

Television coverage of a Space Shot during the unit would create more interest. Ask children to raise a hand when they hear a new word. (Keep track.)

Follow-up

Have children cut pictures of vocabulary from newspapers and make individual scrapbooks. Illustrate with own drawings.

Using these books the children can take turns telling the story of a trip to the moon.



Variation

Matching words with definitions.

Making books with pictures from newspapers, own illustrations, and copy written by individual students or as a class project.

Teacher can lead in games using the vocabulary words such as twenty questions, riddles, etc.

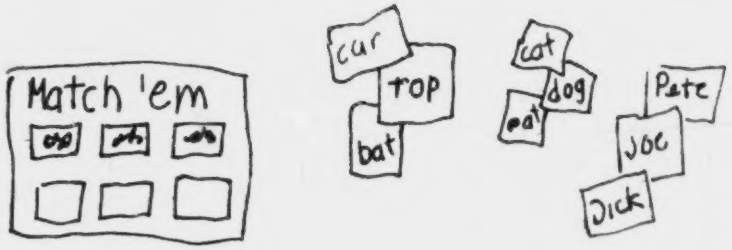
CLASSIFY INFORMATION

Children are expanding and practicing skills introduced at earlier levels.

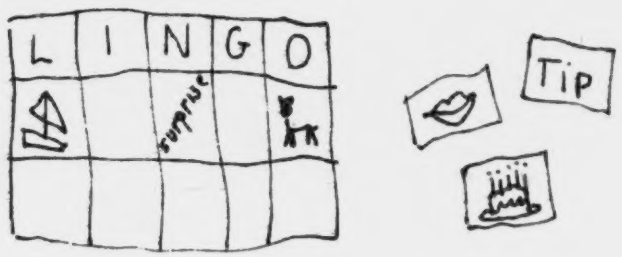
See pages: 48, 49, 66, 84, 85, 101, 102

Variations

1. Pocket chart with categories on pockets.
   Match picture and/or word cards to pockets.
   Beat the clock.


Match 'em
car
top
bat
cat
dog
eat
Pate
Joe
Dick

2. LINGO
   Like BINGO, except call out words that go together.
   LINGO cards have pictures from stories. Must match titles, characters, etc.


L I N G O
surprise
Tip

3. Card games played with picture and/or word cards:
   Old Maid -- pair story characters, etc.

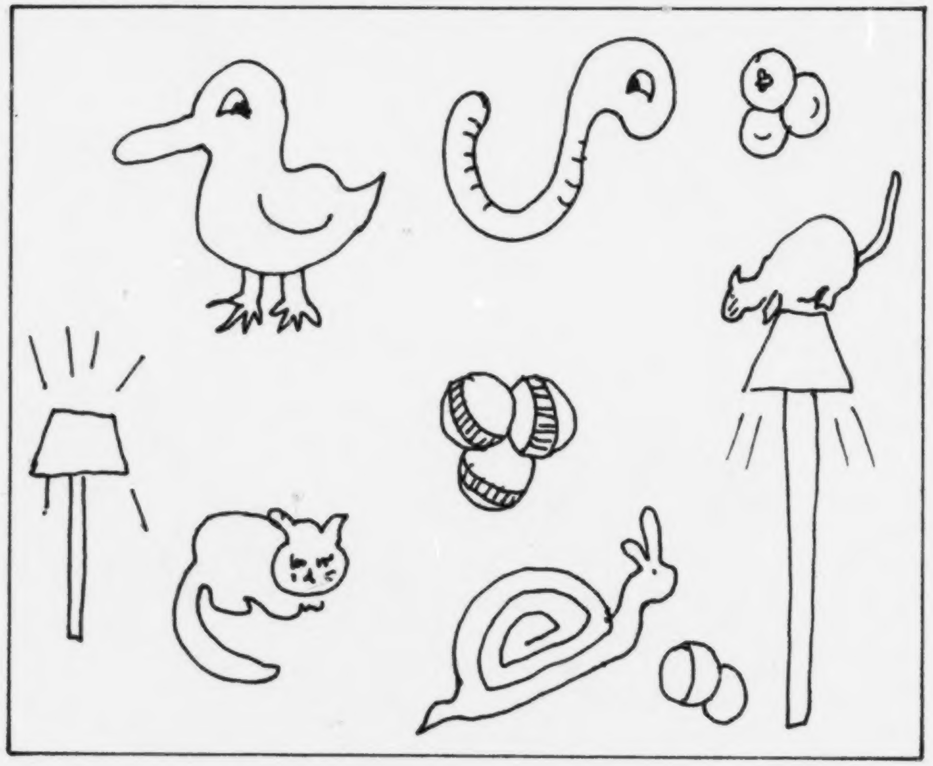
   Go Fish -- pair story characters, vocabulary words, titles, etc.

FOLLOW DIRECTIONS

Purpose: Children can remember and follow several oral directions.

Activity

Prepare worksheets and give the children verbal directions with which to complete the page.



1. Color the sleeping cat yellow and the jumping cat black.
2. Color the taller lamppost green and the shorter lamppost blue.
3. Color the top and bottom marbles red, the middle marbles brown.
4. Color the duck orange, the snail purple, and the worm black.

Resources

Worksheets
Crayons

Motivation

Play *Mother May I* using combinations of steps: two baby steps and four giant steps . . . (Increase directions from one, to two, to three for each child.)

Follow-up

Begin to give the children two oral directions at once:

After you finish your story, write your spelling words.

Then to three, making sure that they understand what they are to do. (Ask them to repeat, check once in awhile to see that all remember.)

Encourage mothers to ask the children to run two or three errands for them at a time:

Please get some bread, pick up the laundry, and sweep the porch before you go to play.

(A note of suggestions and a caution about expecting too much or too little from their child, as well as a reminder to praise the successful completion of the tasks, may be useful.)

FIND MAIN IDEAS AND/OR CHARACTERS

Children are expanding and practicing skills introduced in earlier levels.

See pages: 51, 73, 74, 88, 105

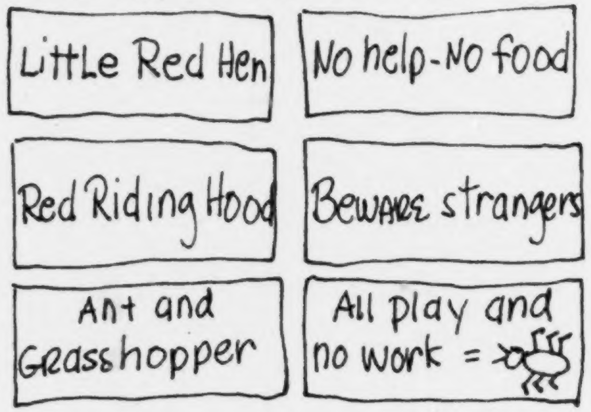
Variations

1. Thumbs Up

   Children sit with fists on desks. Leader reads several sentences about a story they have heard. One sentence is not about that story. Children respond by putting thumbs up if sentence relates to the story and thumbs down if it does not.

2. Puzzles

   Match story title with main ideas.


Little Red Hen
No help-No food
Red Riding Hood
Beware strangers
Ant and Grasshopper
All play and no work =

RECOGNIZE SEQUENCE OF EVENTS OR IDEAS

Children will be practicing and expanding skills introduced at an earlier level.

See pages: 52, 53, 75, 76, 89, 90, 91, 106

Variations

1. Once Upon a Time . . . .

   Leader starts a story, makes up two or three sentences and points to the next story teller who also makes up two or three sentences and points. At the end of three minutes the person adding on to the story must finish it.

2. Travel with me

   Leader travels to a state, or country, or places of interest. Second must go where the leader went first then add on a new site. Each must remember the sequence and add on one more. Try to beat the old record each time. (Choose new travelers by calling the name of someone who has not had a turn. Hint: slower children should get their chance early in the game.)

3. Sounds Around Us

   Children put heads down and listen for sounds. Leader makes two sounds and then calls on a child to tell what they were. Then three. Four . . .

CRITICAL AND CREATIVE READING

Purpose: Children use role plays, pantomimes and composes stories to express themselves creatively.

Activity

Divide class into two groups and let them play *Charades* of the titles of the stories, and/or the names of the books they have read.

Resources

slips of paper

pencil

Motivation

Play several records which children can *move* to express different moods, etc. (There are many such rhythm records available from companies such as Bowmar or use the piano for accompaniment.)

Watch good mimic such as Red Skelton or Marcelle Marseau. Afterward ask class to write the story they were pantomiming.

Follow-up

Have them watch a group of actors (such as the role play funny situations. Give them a chance to produce such plays.

Two shoppers who mix up their packages.

Two people who want the same seat at a ball game.

A little boy who locks himself inside a broom closet.

A girl who gets her arm caught in a jar.

Let children compose stories for pantomime production.

Variation

Older children who have seen movies, read books, etc. can play the usual version of Charades.

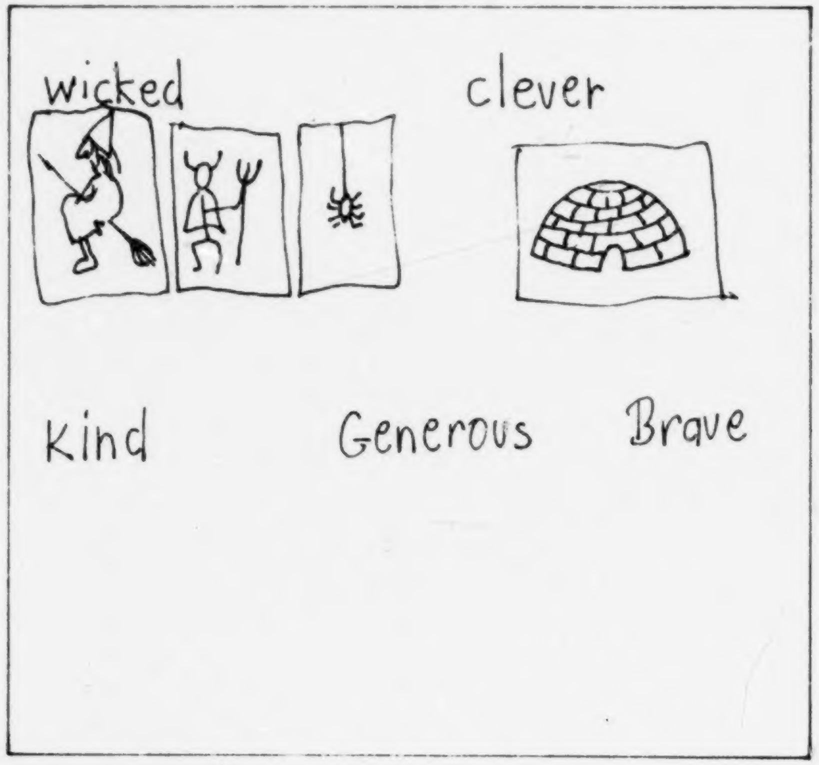
Role play such situations as a first date, getting a traffic ticket, putting on make-up for the first time . . .

CRITICAL AND CREATIVE READING

Purpose: Children can identify character traits.

Activity

After reading several of the more familiar fairy tales ask the children to identify all the characters that were kind, wicked, clever . . . Make a chart using the children's drawings.



Resources

Pictures the children have drawn about the stories.

Chart

Scissors, paste

Motivation

Cut several pictures of people and animals and let the children tell what kind of person that picture brings to mind.

Fox -- sly, cunning, wicked

Follow-up

Have the children act the way certain characters might have acted if the situation in the story was different:

What if the elves in Snow White had been selfish instead of kind and generous?

What if the Wolf in Red Riding Hood had been as dumb as the Wolf in the Three Little Pigs?

What if Goldilocks had been brave when the Three Bears found her in their house?

Variation

Ask the children to make a list of the kinds of characters that are usually in children's stories: brave, wicked, etc. Write their own story using characters with such traits.

CRITICAL AND CREATIVE READING

Purpose: Children use voice intonation creatively.

Activity

Stage radio programs from inside a large refrigerator box of the stories that they have read or that they have made up. Since people cannot see what is going on they must use their voices and other sound effects to make their plays more exciting.

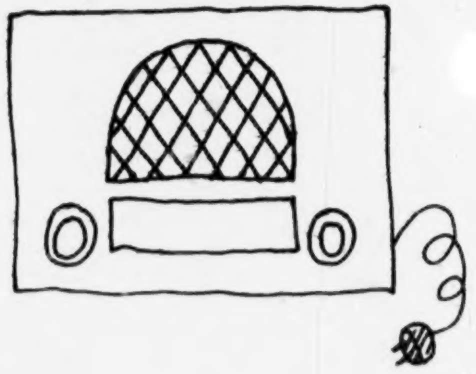
Resources

Large box
Sound and noise makers
Familiar stories (scripts)

Motivation

Let them listen to an old time radio program (such programs are available on records such as Columbia).

Paint the box to look like a radio. Equip with knobs, speaker, etc.



Follow-up

Encourage using their voices just as the character might when they read the stories. (Familiar stories are a must since younger children may be too involved with reading the words.)

Variation

Many radio stations permit classes to produce a program for airing. Many schools use the intercom system for this purpose. Let your children write and produce such a program for younger students, or on a special interest subject for their school.

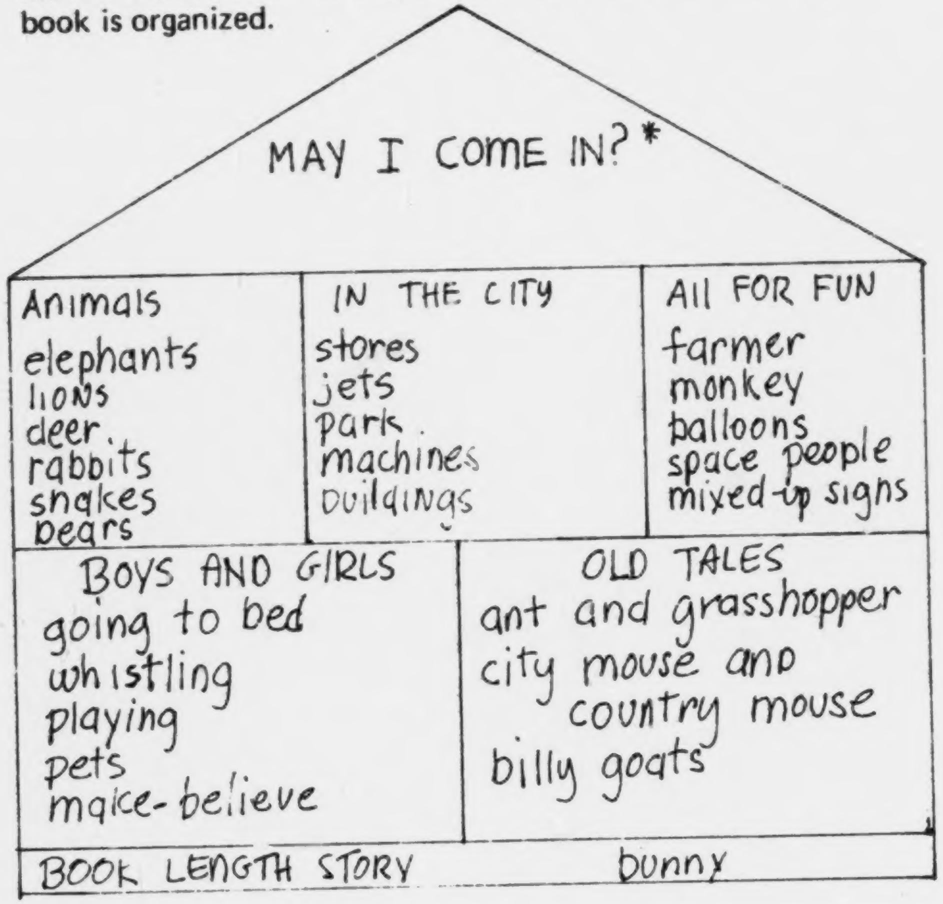
USE TYPOGRAPHICAL AIDS

Purpose: Student can select adequate chapter titles.

Activity

Many readers are divided into units of study. Let the children examine several texts and find the chapter titles. Put the title on the board and then have them look at the kinds of stories that are included in the chapter. Are they all about the same family? or about the same experience, like parties or surprises? Let them tell you waht is similar about the stories in the chapter.

Make a chart similar to this one to show children how their book is organized.


MAY I COME IN?*
Animals
elephants
lions
deer
rabbits
snakes
bears
IN THE CITY
stores
jets
park
machines
buildings
All FOR FUN
farmer
monkey
balloons
space people
mixed-up signs
BOYS AND GIRLS
going to bed
whistling
playing
pets
make-believe
OLD TALES
ant and grasshopper
city mouse and country mouse
billy goats
BOOK LENGTH STORY
bunny

Resources

several readers

chart

Motivation

Discover how many kinds of titles there are in a book:
Book Title
Story Titles
Unit or Chapter Titles

Follow-up

Let them go to the library and see if they can find other books that have chapters.
Make a list of the books and the chapter titles.

Variation

Make an outline of their book:

- Title of the Book
- Chapter I
  - Stories
  - Stories
- Chapter II

---

*Refer to Ginn 360, Ginn & Co.

USE PUNCTUATION AIDS TO COMPREHENSION

Purpose: Children will recognize that the comma after a name designates who's being spoken to.

Activity

Review quotations with the children by having them find several in their books. Let them discover who is talking and who is being spoken to. Note several quotations in their books that have the name of the person spoken to separated with a comma. Ask them how they knew who was being addressed. Point out the comma in each case.

Have them call directions to another child:
Mary, will you bring my pencil to me.
Jim, stop running in the hall.
I'm coming, Mother.

Ask the others to listen to the voice whenever they say the name. We pause just a minute. Have them read several sentences with names in them:
Mary, come here.   Mary come here.
John, I see you.   John I see you.
Ask them to compare. It is easier to understand when you pause.

Resources

Texts

Motivation

Have two children carry on a conversation behind a screen. Ask the group which child is speaking and which is being spoken to. Then have them read a conversation between two story characters. Again ask them who is speaking and who is spoken to. How did they know? Did they have to guess? Ask the two characters to call one another by name and do another conversation. Who was talking this time? Was it easier?

Follow-up

Have them listen to their parents talk to each other or to another person. Did they call them by name? Did they pause after the name? The pause is shown in a story by a comma. It shows who is being spoken to.

Variation

Have them write a conversation between two characters and use their names. Read the conversation just as they have written it, without a pause. Ask if that is what it sounds like normally. Have them listen to others on the playground, etc. Insert commas in their writings. Look for and read the commas in their texts.

PUNCTUATION AIDS

Purpose: Child will recognize that commas in a sentence may indicate a list of items.

Activity

As the children take their items from the sacks write their finds:

Joey has a leaf and a stick and a butterfly and some little flowers.

Megan found two red flowers and some grass and a pencil and a pop bottle cap.

Explain that there is a better and faster way to write down the things they found. Tell them that they will use a comma instead of all the ands except the last one:

Joey has a leaf, a stick, a butterfly and some little flowers.

Megan found two red flowers, some grass, a pencil and a pop bottle cap.

Ask the class if anyone thinks they can write a sentence that tells all of the things they have in their sack.

Resources

Small sacks

Motivation

Take the class on a walk around the neighborhood to observe the signs of spring, i.e., tell them to find and collect four different things that show that spring is on its way. (Note: caution them about picking flowers from flower beds, etc.)

Follow-up

Divide the class into teams for a scavenger hunt. Give each team one slip of paper with a listing of items to find in sentence form using commas.

Have them make up addition problems in sentence form using the commas.

Variation

Place several items on display. Ask the class to write sentences about what they see. Review the explanation about using a comma in a list and have them rewrite their sentences in the corrected form.

Have a race to prove that it is faster to use commas.

Read several sentences using the ". . . and . . . and . . ." Exaggerate the sing-song rhythm. Have the class compare the smoother version with the pause for the comma.

LOCATE INFORMATION AND DETAIL

Children are expanding and practicing skills introduced at earlier levels.

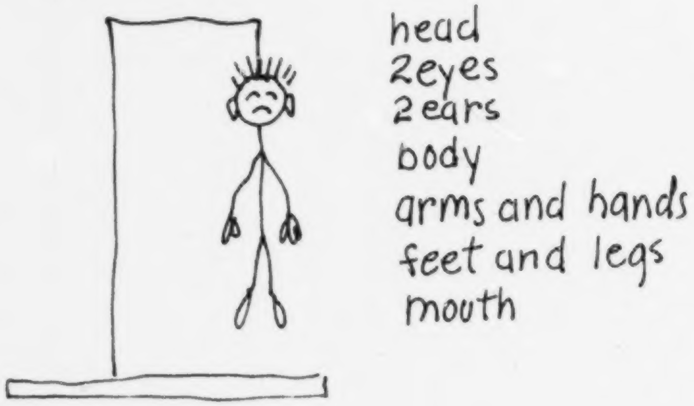
See pages: 61, 62, 81, 96, 97, 98, 120

Variations:

1. Teacher and/or children write riddles about stories including details. Team (Two) must locate the story that includes that information. If they miss, Team (One) gets to try for the point. If they find the correct story, they get a point. If both miss, Teacher gets a point.

2. 20-Hangman or Cootie

   Leader thinks of a character in some story the children are familiar with. The students must ask only yes and no questions. For every no answer one part of the man is added on until he is hung. The person guessing the story is the next leader.



SKIMMING

Children are expanding and practicing skills introduced at earlier levels.

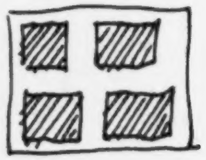
See pages: 82, 99, 121

Variation

1. Show and Tell

   Give the student three to five seconds to skim through four pictures and to tell if the one idea was present.

   Hold up four pictures. Tell the student he has (four) seconds after the pictures are removed to tell you if he saw a ________ (birthday party, picnic in the park, etc.)



2. Use skimming to find and count the number of unknown words in a library book. More than one per page: it is too difficult.

SUMMARIZE

Purpose: The students can make a brief summary statement about the story or book they have read or heard.

Activity

Have the children listen to a story record about something they are interested in. Have the class tell you the things that they remember about the story. Write these on the board. Then have someone put them in order. Ask if these things are the most important things that happened in the story. If they were not, mark them out so that you have the most important parts of the story left. Check your summary by listening to the record again and marking or changing any parts that were wrong and right.

Resources

Record player
Story record
Chalk and board

Motivation

Ask the class how they know which books or stories that they would like to read. Do they just see the book somewhere? Or like the pictures? Or does someone tell them about the book? Telling someone about a book is like doing a commercial for it. Ask about favorite commercials. Then ask if someone could do a short commercial about a book they have read lately.

Follow-up

Have the class choose a book they would like to *advertise* and write a short summary about the important things that happened to it. Make a little *billboard* to go along with the summary to draw interest to it.

Variation

Watch a TV special or a movie about something that would interest the class and write a class summary with those who have seen it.

Do class summaries after a unit study in science or social studies as a review.

SUMMARIZE

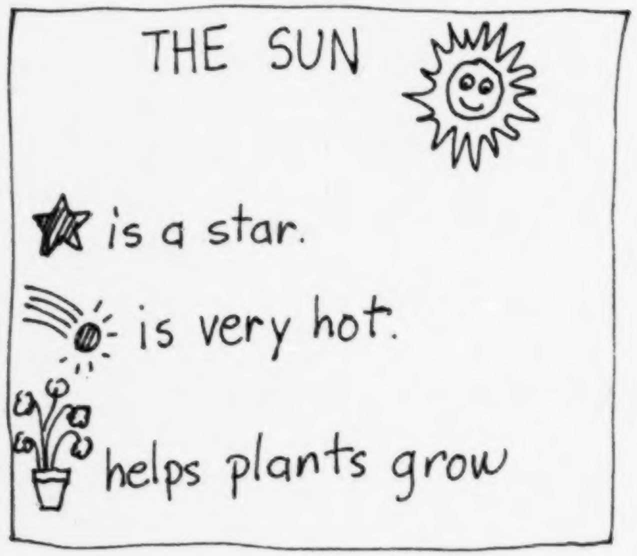
Purpose: Students can make a brief summary statement about a chart or a class discussion.

Activity

After a class discussion involving some subject of interest, again make a class summary writing the most important statements on the board as the children remember them. Put these in order and review.

Ask the children to illustrate these points on a chart with pictures from magazines or drawings. Again review.

Take the chart down and ask the children to write a brief summary of what they learned in the unit.


THE SUN
is a star.
is very hot.
helps plants grow

Resources

Chart

Old magazines, paste

Motivation

Have the children watch a weatherman on TV.
Have them note the way he uses maps and charts.

Follow-up

Assign half of the class to write a summary about a book that they have read. From those summaries, ask the other half to make some kind of chart showing the important things that happened. The child who initially read the story will then read it to the class with the chart as a visual help.

Variation

Find charts in several texts.
Make a summary of the important things that the chart shows.

THIRD

DEVELOP VOCABULARY

Purpose: Students will recognize examples of figurative language.

Activity

(Refer to *It's Raining Cats and Dogs,* Jean Anderson & Martha Kahler, INSTRUCTOR, Jan. 1971.)

Read the following sentences to the class. (Or give them sheets with the sentences on them.) Decide which group of words below the sentence means the same.

1. *With a heavy heart,* the boy began the long journey home.
   The boy was happy to go home.
   The boy hated to go home.
   The boy's heart weighed many pounds.

2. Mother is such a *busy bee!*
   Mother likes to work with flowers.
   Mother likes biscuits and honey for lunch.
   Mother is always busy.

3. Four cowboys *hung around* the corral.
   The cowboys were thieves who were hung.
   The cowboys stood around the corral.
   The bowboys were swinging their ropes.

4. This was the third time that John was late.
   "You had better *watch your step,* the principal told him.
   John better watch where he walked.
   The principal was afraid that John would walk in the mud.
   John better be careful and get to school on time.

5. The policeman said he was sent on a *wild goose chase* by the smart crook.
   There were lots of wild geese flying.
   The policeman was tricked.
   The geese would chase him

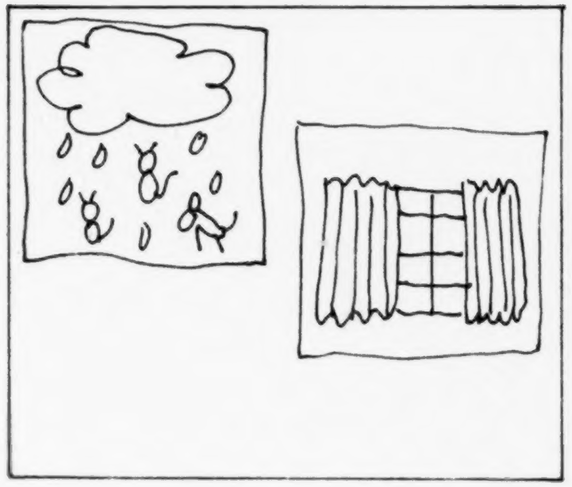
Resources

Copies of the questions.

Motivation

Read *Amelia Bedelia* (Peggy Parish, Harper, 1961) or *And Now Miguel* (Joseph Krumgold, Cromwell, 1953) to the children. Both use figurative speech as humor.

Make a bulletin board of the examples that they can remember: raining cats and dogs, dust the furniture, draw the drapes, etc.



Follow-up

As they read their stories or listen to stories have them take notice of any language that does not mean exactly what it says.

Listen to people talk to each other. Can they think of times when they might have heard:

hanging around
let the cat out of the bag
got off on the wrong foot
horsefeathers
slow as a seven-year itch

Variation

Cut sentence strips apart to make puzzles of phrases and their correct meanings.

Keep an index file of phrases that they find in books they read. Note the title and page number, such as:

Joe took the car onto the highway to blow the cobwebs out. *Cars* page 98.

The teacher seemed to have eyes in the back of her head *Jimbo* page 45

DEVELOP VOCABULARY

Children are expanding and practicing skills introduced at an earlier level.

See pages: 43, 44, 45, 46, 47, 63, 64, 65, 83, 100, 122, 123, 138

Variations

1. Compound words:

   Song, *Did you Ever See a Lassie?*

2. Jr. Scrabble

3. Last Letter Leads

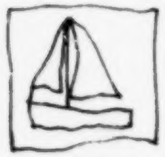
   Nouns = house - elephant - truck - kite . . .
   Verbs = jump - pull - leap - push - hit . . .

4. Crossword Puzzles

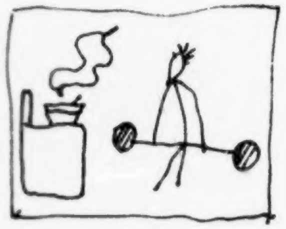
5. Illustrated Advertisements

   Cut ads from newspapers, magazines, TV and illustrate:

FOR SALE =



WEIGHT WATCHER'S DIET



CLASSIFY INFORMATION

Children are expanding and practicing the skills introduced in earlier levels.

See pages: 48, 49, 66, 67, 84, 85, 101, 102, 124

Variations

1. Words That Go Together

   When we think of baseball, we think of boys.
   When we think of Christmas, we think of _______ .
   When we think of sailboats, we think of lake.
   When we think of birthdays, we think of _______ .
   When we think of hives, we think of bees.
   When we think of woods, we think of ________ .
   When we think of beach, we think of sand.
   When we think of earth, we think of ________ .
   When we think of letter, we think of stamp.
   When we think of light, we think of ________ .
   When we think of railroad, we think of rail.
   When we think of hammer, we think of _______ .
   When we think of sewing, we think of thread.
   When we think of pillows, we think of _______ .
   When we think of sea, we think of fish.
   When we think of food, we think of ________ .

2. Our WEEKLY READER publishes a game, *Going Places* which can be used to classify words. It is a map of the United States with several *trails* going through various states, a spinner to indicate the number of steps one travels along the trail, a *man* for each player, and category cards. Object: Get to the end of the trail by completing categories (names of girls, fruit, etc.) that begin with the same letter as the state in which you are traveling.

3. Card Games played with picture and/or word cards:

   Gin Rummy: pairs, three of a kind, and straights
   (begin with the same letter)

   Hearts: must follow category pattern, one joker

FOLLOW DIRECTIONS

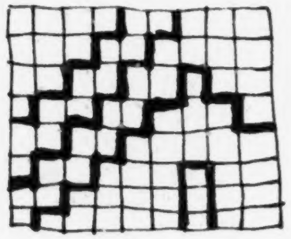
Children will be expanding and practicing skills introduced at an earlier level.

See pages: 50, 63, 69, 70, 71, 72, 86, 87, 103, 104, 125

Variation:

1. What did you draw?

   Complete drawing on graph paper by following directions; up two, across one, down two . . .



2. Twister

   Adapt commercial game by spinning for special directions.
   Left hand on blue if you can blink your eyes twice and stick out your tongue.
   Right foot on yellow if you can wrinkle your nose, shake your head, and count backwards from three.
   etc.

FIND MAIN IDEAS AND/OR CHARACTERS

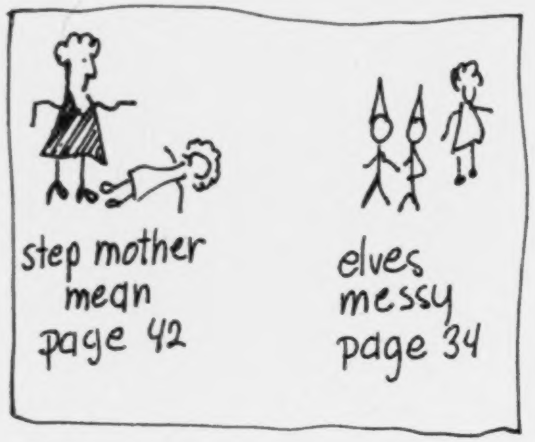
Purpose: Children find supporting details to the main idea.

Activity

Read a familiar children's story to the group (a fairy tale, etc.). Ask them what kind of characters were in the story; their names and one thing that they noticed about him.

Snow White	very kind
Step Mother	selfish
Elves	generous

After they have listed all of the characters have them locate proof that they were, indeed, the way they seemed.



Resources

story

chalkboard

Motivation

Promote a discussion about whether things are always what they seem to be. Have several examples of things that are *not* what they look like:

7-Up (looks like water)
optical illusions

Have the children *play detective* to find supporting evidence for and against.

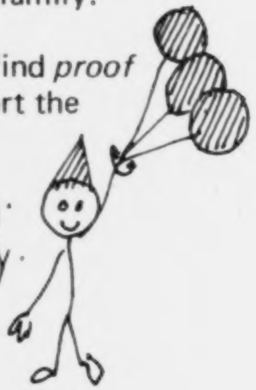
Follow-up

After reading a story in their readers have the children list the most important one or two things about the story:

It was funny.
It was about a family.

Then have them find *proof* that would support the ideas.

IT WAS FUNNY.
Billy could fly.



Variation

Using their science or social studies text (vocational) have the students write the most important points in the chapter (or on the page) and then find the sentences or phrases that would support the idea.

You should make a good first impression by looking your best at an interview.
1. Shows you care.
2. Shows you're interested.
3. etc.

RECOGNIZE SEQUENCE OF EVENTS OR IDEAS

Children will be expanding and practicing skills learned at lower levels:

See pages: 52, 53, 75, 76, 89, 90, 106, 127

Variations:

1. Black Magic

   Teacher chooses a Leader and his Accomplice and explains the trick to them. Accomplice then leaves the room for a short time while the Leader and the rest of the class choose something in the room to be the Secret Item. Accomplice then comes back into the room and answers questions that the Leader directs at him:

   Did we choose the chair? no
   Did we choose the teacher's (black) dress? no
   Did we choose the globe? yes

   Send the Accomplice out each time while the group chooses a new Secret Item. The person who guesses how the Leader is clueing his helper becomes the next Accomplice. When several people know the clue, the teacher decides on a new one, pickes a new Leader and Accomplice and begins the game over.

2. Scrambled sentences.

   bed time it for is

CRITICAL AND CREATIVE READING

Purpose: Students will create original plays.

Activities

After reading or hearing several stories ask the class to choose a favorite that they think would make a good play. Tell them to jot down the most important parts of the story. These in sequence might be the Acts in their play. Then write a simple conversation that the characters would have during that Act. After they have this completed, choose someone else to read one of the parts with them to see if it makes sense and if it would be interesting to the rest of the class.

Ask them to draw a simple stage that they would like to use and to illustrate or find pictures of the costumes their actors might wear.

Have them choose the cast that they think would do the best job in the play and to practice reading it together several times before presenting them to the class.

Resources

Children's stories

Time

Odds and Ends to use as costumes, scenery.

Motivation

Attend a play given by another class, or a group who presents children's plays; watch a play on TV; or read a simple play together in class.

Follow-up

Present the plays to the rest of the school and perhaps PTA. Definately invite the parents.

Variation

Choose favorite TV characters and write a series episode.

Choose the life of a famous man or woman in history. Read some background information and write a play that would share what they learned.

Write a play about something that is important to all of them; finding a dream job, etc.

USE TYPOGRAPHICAL AIDS

Children will be expanding and practicing skills learned at earlier levels.

See page: 59, 78, 79, 93, 115, 116, 117, 131

Variation

Have the students write paragraphs, but put in no identations. Give the paragraphs to someone else to divide. Could they find them?

USE PUNCTUATION AIDS TO COMPREHENSION

Children will be expanding and practicing skills learned at earlier levels.

See pages: 60, 80, 95, 118, 119, 132, 133

Variations

1. Beat the Clock

   Set timer for three minutes and give the students a series of sentences that have no punctuation. They strive to get all sentences correct within the time limit.

2. There is a recording available of audible punctuation. If possible locate it, let your students listen to what a period might *sound* like; a comma; an exclamation point . . . Can they read several sentences with the animated punctuation? (Victor Borge does this.)

3. Match sentence pairs - questions and answers

   How are you? I am fine.
   What are you doing? Nothing

LOCATE INFORMATION AND DETAIL

Children are expanding and practicing skills introduced at earlier levels:

See pages: 61, 62, 81, 96, 97, 98, 120, 134

Variations

1. Three on a Match

   Name a story. If two out of three on a team can think of the same detail from the story they earn 10 points. If three out of three match, 25 points. First team to 100 wins.

2. Read a short selection. Have the students fill in a page divided into:

Who	What	Where
Why	When	How

3. Match phrase cards to a chart:
   - the little boy
   - in a truck
   - yesterday
   - once upon a time
   - a large bird
   - etc.

Who?	What?	Where?	How?	When?
the little boy	the little boy	in a truck	in a truck	yesterday
	a large bird			Once upon a...

4. The commercial game *Clue* is a good one for isolating details, sequence, as well as reaching a conclusion.

SKIMMING

Purpose: Children will skim a text to locate subtitles.

Activity

Ask each child to choose one volume of the encyclopedia and to find a topic that would interest them. Have them make charts of the major subject and the subtitles that are noticed. Discuss the purpose of having subtitles: saves time locating specific information, emphasizes major points.

Resources

Set of encyclopedias

Paper, pencils

Motivation

Talk about the reasons we might want to read material very carefully or more quickly.

Let them explore the Yellow Pages in the phone directory. Ask them to find several sections. Let them discover the arrangement. What helped them find a certain thing. Why are subtitles useful?

Follow-up

Ask them to locate other resources which have subtitles: newspaper ads, etc.

Variation

Some books have two titles. Let them explore the library to see if they can discover any. Movies sometimes use a subtitle to make people more interested. Laugh-In often uses subtitles as jokes. Let the students try their hand at doing the same.

My Neighbor was a Ghost
or
The Ghoul Friend

SKIMMING

Purpose: Students will skim to recall a sequence.

Activity

Using bibliographies of famous men and women, scramble the main ideas and events in their lives. Divide into teams and search the books to locate the correct sequence. Replace the strips in the correct order.

JFK
president
PT boat
marries Jackie
senator
law school ①

Resources

Bibliographies

Scrambled events on sentence strips

Motivation

Ask a child to tell a brief history of his life. Write the events on the board in random order and have the class tell you the correct sequence.

Follow-up

Make a time line of the person's life.

Make a time line of one of their parents' lives.

Variation

Locate important events that occurred during some period of history that interests the class: the development of modes of transportation.

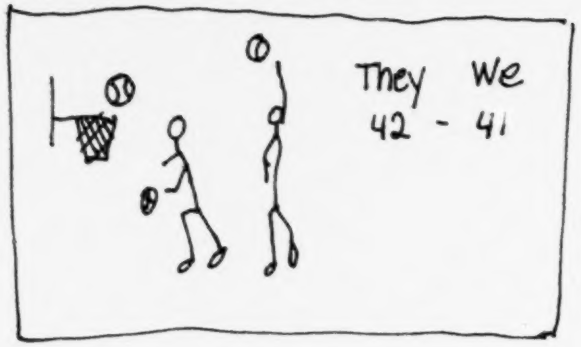
Place a schedule of events for the day's work on the board. Ask them specific questions that must be referred to the schedule. What will we be doing right after lunch? Is the modeling show before or after P.E.?

SKIMMING

Purpose: Children will skim material in order to retell the story.

Activity

Tell the children that they are to present a *chalk talk* to the group concerning the story they have just read (or a favorite). Give them five minutes to prepare. Review with them the idea of making a summary from the main points in the story and the way a chart is a useful visual tool when presented with a *talk*. They may choose to use drawings or phrases in their Chalk Talk.



Resources

Chalkboard

Motivation

Ask the children know how a football or basketball coach reviews the plays with his team. He illustrates the main parts of that play on a chalkboard, drawing illustrations and writing words that will help remind the players.

Newscasters use that same idea when they try to make their news more interesting and help remind themselves of the important ideas.

Follow-up

Ask the students if they have ever noticed you skimming a book or a page so that you can remember to tell them the important parts of the story.

Variation

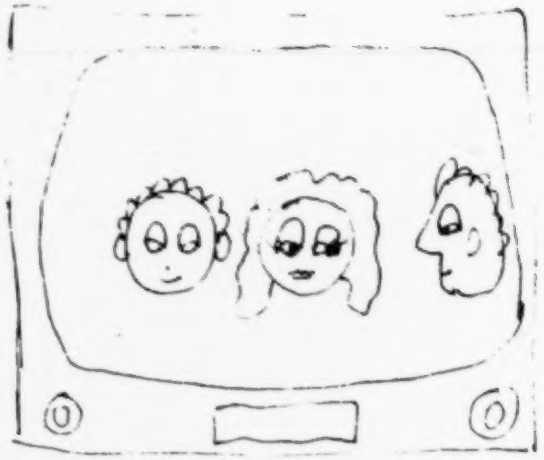
Tell the students that they will have five minutes to prepare a quick speech that will review what they have just read. Ask them to tell you what they would do first. Would they remember all the important parts? How would they check if they only had a few minutes to do so?

SUMMARIZE

Purpose: Students will work in groups to make summaries.

Activities

Put on a TV newscast by summarizing the news from the daily newspaper. Choose a Newsman, Sportscaster, and a Weatherman. Let them work together and even have *reporters on the scene* to make it more realistic.



Resources

Newspapers

Motivation

Take a field trip to a local television station. Watch the teams prepare the news, gather information, write the script, illustrate, and organize.

Follow-up

The Newscast can be a part of a general class program about the things they have done during the year. Stories and plays they have written can be presented. Commercials *selling* fun activities to younger students who will be in your class next fall can be inserted. Parents should definitely be included.

Variation

Have groups of students work on team reports about something of interest to the class. They can research a point and make the audio visuals to accompany their presentation:

- jobs available in the community
- cheapest groceries in town

FOURTH

DEVELOP VOCABULARY

Purpose: Children are expanding and practicing skills introduced at earlier levels.

See pages: 43, 44, 45, 46, 47, 63, 64, 65, 83, 100, 122, 123, 138, 139

Variations

1. Multiple Meanings -- make lists

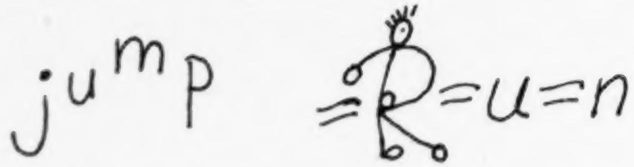
   Sports Quiz -- riddles
      Baseball words: fan, fly, ball, safety, pop up, grand slam, stranded, steal
      Football words: safety, fan, touch back, tackle, lineman, rush, hold the line
      Basketball words: fan, foul, forward, back

2. Synonyms, Antonyms

   Password
   Concentration

3. Verbs

   Action Words -- Illustrate word in picture form



CLASSIFY INFORMATION

Purpose: Students can list details pertaining to specific topics.

Activity

Have the children watch a movie about something that interest them. As they watch, ask them to jot down the two or three major points that the movie is making. Compare.

Under each major point ask them to list the things that they remember about each point. Example:

- Gateways to the Mind
  - Eyes
    - picture is upside down
    - nerve to the brain
    - rods and cones
  - Ears
    - hammer
    - drum
    - liquid moves sound
  - Nerves
    - messengers
    - go to brain

Look at the film again to check.

Resources

film and projector

Motivation

Read a story about a mystery (Hitchcock, Poe, Sherlock Holmes) and have the students keep a notebook of *clues.* Each page should contain information about a specific clue:

- Fingerprints
  - smudge
  - sticky
  - on glass

Follow-up

Give the students several lists of details and ask them to match them with the major topic.

Variation

Play Categories

(Excellent resource is the *Name of the Game,* published by New Dimensions in Reading.)

	Jobs	Fun	Travel	Hobbies
G	Garage	Games		Go-Cart
R	Restaurant		River	
A				
D				
U				
A				
T				
I				
O				
N				

FOLLOW DIRECTIONS

Children are expanding and practicing skills introduced at earlier levels.

See pages: 50, 68, 69, 70, 71, 72, 86, 87, 103, 104, 125, 141

Variations

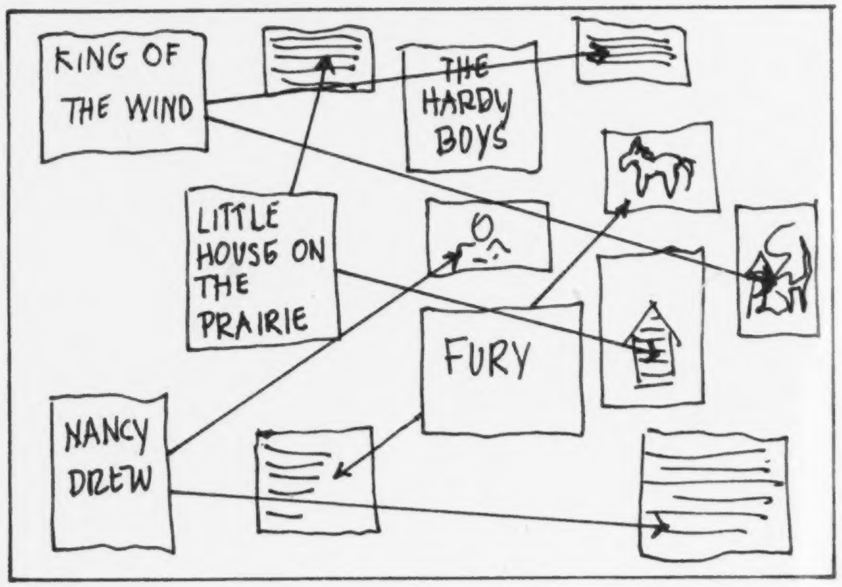
1. Have the students try several number tricks with the years of their births, X 2 etc.
2. Put together models, build shelf . . .
3. Following recipes

FIND MAIN IDEA AND/OR CHARACTERS

Purpose: Students can match titles with pictures, paragraph, stories.

Activity

As students read more and more for enjoyment, have them copy paragraphs or write summaries from the books that tells what the book is about. Place these paragraphs and the book jackets on a bulletin board to be matched by students. This can serve as advertisement for the books as well. Pictures can be drawn for added challenge.



Resources

Bulletin board
Book jackets from library books
Brief paragraphs from books, pictures

Motivation

Instead of having the usual book reports on Free Choice reading, tell the students that they will have a chance to create an interesting, but challenging advertisement for a book they would recommend.

Examine ads in the phone book, or newspapers to see what information is contained. Note interest catching devices.

Follow-up

Have children choose pictures from magazines and write a paragraph or story about what's happening. Mount the picture and story and place around the room. When all have completed this task, ask each child to read each story, look at the picture, and think of a title that would fit. Each title is placed in a box on the teacher's desk. Read each title to the class and have them match them with a picture. Then have the person who composed the title tell for which picture it was intended.

Vatiation

Have the person at the front of a row start a story. Write two or three sentences and pass it back. . . until all have had a chance. The back person should conclude it. The stories are then given to the next row who compose titles for the story. The next row chooses the best title and draws a picture of what happened in the story.

FIND MAIN IDEA AND/OR CHARACTERS

Purpose: Students can select the main ideas for outlining and summarizing.

Activity

Ask children to read a short factual selection about something that interests them. When they have finished tell them to write down the most important thing the selection was about. Then list the ideas that support.

Title
What it was about
I. Supporting detail
II. Supporting detail
III. Supporting detail

Christmas on the Yukon*
How a family celebrates Christmas
I. Getting ready for visitors
II. The guests arrive
III. Festivities at the cabin
IV. A trip to the store
V. Preparation for the party
VI. Festivities at the school

Resources

Prepared paragraphs
Selections from encyclopedia

Motivation

Read a short story or selection from an encyclopedia on a subject that would interest the class. Ask them to tell you the main idea. After reviewing several, ask them to recall the sequence in which things happened. Read one more again asking them to recall what happened first . . .

Follow-up

Using just the phrases from their outlines, ask them to write a summary of what the story was about by changing the phrases to sentences and writing it as a short version of the story.

Christmas on the Yukon
The family begin getting ready for their visitors by cleaning their homes. After the guests arrive there is a party at the cabin. At school the children must go to the store to buy things to get ready for their party. Everyone has great fun.

Variation

(Refer to Preliminary Skill Building, *The Sun That Warms,* manual, Ginn 360 Readers, Ginn & Co., p. 114.)
After giving the students a selection to read and study, prepare a guide such as:

1. List three facts you learned from the first paragraph.
2. After reading paragraph two, list four hardships.
3. How does the government compare to U.S. Read the third paragraph.
4. How does life in Liberia differ from ours?

**Teaching Elementary Reading,* Tinker & McCullough, Appleton, Century, Croft, pg. 199.

FIND MAIN IDEA AND/OR CHARACTERS

Purpose: Students can find key sentences in paragraphs.

Activity

Give students the opportunity to read several paragraphs and write a summary sentence that explains what the paragraph was about. After doing two or three ask them to compare their sentences with the sentences in the actual paragraph. Can they find one sentence in the paragraph that tells what it is about? Which one is it? Ask for a show of hands. Let the students discover that the key sentence is usually the first one or the last.

Resources

Several different paragraphs (each child has a different one)

Motivation

Review relevant and irrelevant facts. Read several sentences related to a topic. Have the children tell which ones are important.

Follow-up

Prepare a sheet of paragraphs that have sentences underlined. Mark the key sentences in some of them and mark supporting sentences in others. Have the children *check* your work, explaining why they changed any of your lines.

Variation

Let students find the most important sentence in newspaper stories.

After writing paragraphs or stories, trade papers and have other students find the key sentences.

RECOGNIZE SEQUENCE OF EVENTS OR IDEAS

Children are expanding and practicing skills introduced at lower levels.

See pages: 52, 53, 75, 76, 89, 90, 91, 106, 127, 143

Variations

1. Human Time Line

   Teacher prepares a number of cards with events written on them. Students choose a card, but do not look at it until teacher says *go*. They then have 30 seconds to arrange themselves in the correct sequential order.

      ABC
      height
      historical events
      events in a story

2. Super Secretary

   Teacher dictates several words to a group, stops, and lets them write the words. If all have them correct, she dictates one more than before. . . If someone misses--he is eliminated until a Super Secretary is named for that round.

      boy, dog, farm, met
      girl, book, apple, cat, door
      table, run, green, push, one, five

3. Have the students keep daily diaries for a week on things that they do.

CRITICAL AND CREATIVE READING

Purpose: Children interpret and compare Authors' Style.

Activity

Divide the class into four groups. Have each group read a different type of book, mystery, horse stories, love stories, factual book. As the groups read discuss in class the different elements in style. Some you might want to use are: Is the story written in first person or is the there a narrator? Is the story told from beginning to end or in flashbacks? Are the characters true to life or superhuman? Is the story told in a straight forward manner or is it humorous? What is the author's purpose in writing the story? After the children have finished the reading, let each group discuss their books in terms of the above questions and tell the others about their book and what style the author used.

Resources

Supplementary reading material.

Motivation

Compare the style of Batman to other crime prevention series such as FBI. Compare James Bond movies to Mission Impossible.

Follow-up

Have each student write a short composition on the author's style. Give examples from the book to substantiate the points stated.

Variations

If the class has read a sufficient number of books draw a chart and place the name of books, movies, TV shows on the chart to indicate elements of their author's style.

1st Person (author is character)	Narrator (author sees character)	Humor-Entertain	FACTUAL-INFORM
Sherlock Holmes	Casey at Bat	Jabberwocky	Born Free

CRITICAL AND CREATIVE READING

Purpose: Student can identify the author's purpose.

Activity

Read this poem aloud while the children listen with their eyes closed. Then have the children read the poem silently.

All About Boys and Girls

I know all about boys, I do,
And I know all about girls, too.
I know what they eat. I know what they drink.
I know what they like. I know what they think.

And so I'm writing this to say,
Don't let children out to play.
It makes them sad. They'd rather go
To school or to the dentist. Oh,

I know they're bashful about saying
How much it hurts to be out playing
When they could go to school and spell
And mind their manners. They won't tell

How tired they are of games and toys.
But I know girls, and I know boys.
They like to sweep floors, chop the wood,
And practice being very good.

They'd rather sit and study hard
Than waste the whole day in the yard.
What good is fun and making noise
That's not for girls! That's not for boys!
John Ciardi

Ask if the students think the author is serious or *teasing* and why. Do they agree with what he says?

Resources

Duplicate the poem.

Motivation

Ask the children to name some things they like to do. Tell them the poem that they are going to hear tells what the author thinks children like to do. Have them see if he is serious and really knows about things boys and girls like to do.

Follow-up

Ask the pupils to select one or two verses of the poem and rewrite them as they think they should be written to really tell how children feel about things they would like to do.

Variation

Ask the students why anyone would want to write books, i.e., to make people laugh, tell them something new, to share an idea. Write those headings on sentence strips and place on bulletin board. Have the students look for stories or poems that were written for a specific purpose.

CRITICAL AND CREATIVE READING

Purpose: Children read orally to entertain others.

Activity

After the students have read any book which they enjoyed help them make a cutting (dialogue or interesting informative material to read to the other members of the class. Some of the best cuttings come from humorous monologues or dialogues in fiction.) Help the student to plan an introduction which will capture his audience's attention and help them understand the reading. Impress upon the class that they must understand what the author is saying, that they must be able to read it well, and therefore must practice several times. After these preliminary steps let them take turns giving their readings to the other students.

Resources

Cuttings from previously read books or monologues from monologue books available in any library. *Stage* published by Educational Service, Inc.

Motivation

Read *Little Orphan Annie* by James Whitcomb Riley to your class twice. The first time read it with little inflection or interest. The second time read it with proper inflection, timing, p pauses, etc.

Discuss which time they enjoyed the most and why.

Follow-up

Read poems the same way that the students read these first readings.

If the class has enjoyed these experiences and feel successful have them invite another class to watch their performances.

Arrange for your students to read stories to younger classes. Make sure that they read and know the words in the books before hand.

Variations

Let your students plan a radio production of a one act play. Record the reading after several practice sessions. Everyone will enjoy listening after the production is concluded.

CRITICAL AND CREATIVE READING

Purpose: Students can plan dramatizations of poems, stories, and/or choral reading.

Activity

After the unit on Legends and Tall Tales, encourage students to think of ways they could be converted into puppet plays, or other dramatizations. Remind them that they should think of how they could stage the *magic* and other plans for dramatizations. (See page

Give them the time, freedom, and materials to work with. Provide creative support.

Perhaps let the class choose committees to work out the various aspects of presenting their plays to an audience of younger children and/or parent groups. (Besides scenery, costumes, cast, they may want to have invitations, posters, programs. . .)

Resources

Have the stories available for reference.

Any props, costumes, etc. the children can come up with.

Motivation

As the culmination of a unit on Legends and Tall Tales stimulate a decision to plan dramatizations of the class favorites.

Review basic organizational aspects and provide these as charts to be referred to when necessary.

Follow-up

Are there any modern *legendary* characters? (Batman, James Bond, etc.) What do these men have in common to the characters they have been reading about? What are the differences?

Variation

Playing Charades with Legends and Tall Tales should provide some creative thinking on the part of the students.

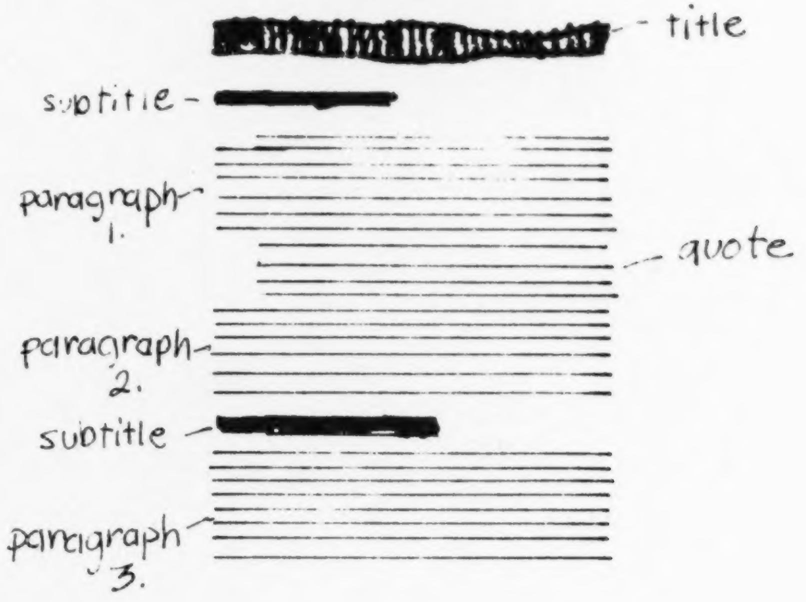
USE TYPOGRAPHICAL AIDS

Children are expanding and practicing skills introduced at lower levels.

See page: 89, 78, 79, 93, 94, 115, 116, 117, 131, 145

Variation

Black out with magic marker tha words in a newspaper column, leaving the titles, subtitle, quotes. Can the students tell what each section is?


title
subtitle
paragraph 1.
quote
paragraph 2.
subtitle
paragraph 3.

USE PUNCTUATION

Children are expanding and practicing skills introduced at lower levels.

See pages: 60, 80, 95, 118, 119, 132, 133, 146

Variations

1. Write a paragraph, leaving out the periods, question marks, quotations, and exclamation points.

2. Use a code: * for . @ for !
   # for ? = for " "
   See if the students can figure it out and rewrite a story.

3. Read aloud sentences that use different kinds of punctuation to discover how the meaning changes with the mark:

   I saw you last night.
   I saw you last night?
   I saw you last night!

   What's in the road, a head!
   What's in the road ahead?

LOCATE INFORMATION AND DETAILS

Children are expanding and practicing skills introduced at lower levels.

See pages: 61. 62, 81, 96, 97, 98, 120, 134, 147

Variation

Find the vocabulary words from the last unit.

A G E V E N I N G X Z T W I L G H T Q P
M Z R E R R O M A N C E S T E O O T F Y
C H A P E R O N B Y R X W C O U R T Y R

Have them find the page that word was first used, write the definition as it was used.

SKIMMING

Children are expanding and practicing skills introduced at lower levels.

See pages: 82, 99, 121, 135, 148, 149, 150

Variation

1. Play the game *Beat the Clock* or *Jeopardy* but give the teams a chance to look up any answer they can't give in the encyclopedia, etc.

   Answer: 22 feet to reach, 45 feet to stop

   Team A cannot answer
   Team B answers incorrectly

   After signal both teams have a 3-minute chance to locate the information in their drivers handbook. First to find it gets the points.

   Question: How far does it take to stop going 20 mph?

2. Merry Mix-up

   Scramble statements that are true and false. Students have 10 minutes to locate those that are false and change them by writing the correct statement from their books.

SUMMARIZE

Purpose: Children summarize in a single sentence.

Activity

Prepare a Unit on Fables. Discuss with the students that a Fable is a fictious story with a moral. Read several fables and discuss what the moral is. Then ask the students to summarize the story. If they relate all the events ask them to make their summaries even shorter until they arrive upon the conclusion that the summary is the same as the moral.

THE FOX AND THE GRAPES

A hungry Fox happened to be passing along a Vineyard where many fine bunches of grapes were hanging high on the arbor. The Fox leaped to get some, time and time again. Failing to do so and weary with jumping he finally gave up, and as he trotted away he said to himself, *I didn't want them anyway; I know they must still be sour.*

Resources

A Lion and a Mouse
The Town Mouse and
  the Country Mouse
The Hare and the Tortoise
The Goose with the Golden Eggs
The Grasshopper and the Ants
The Blind Men and the Elephant

Any anthology of children's literature will have a good selection of fables.

Motivation

Read *The Fox and the Grapes.* Ask who can tell you what the main idea the author wanted to get across.

Follow-up

Have the class or individual students write a *modern day fable.* Exchange papers and have the other student summarize in one sentence.

Variation

If this activity with fables is successful graduate the class into one sentence summaries of more difficult, in nature, stories.

instructional resources

These are resource lists, broadly representative, although not all-inclusive, of the reading materials available which deal directly, or can be adapted to emphasize comprehension skills. (Refer to Grade Teacher, May/June, 1970). The materials have been divided into five categories: Basal Reading Programs; Machine Assisted Programs; Supplementary, Enrichment, and Skill-Building Programs; Audio-Visual Instruction; and Individual Activities for Skill Practice. Other information regarding instructional materials may be obtained from media centers, KUIMC, publisher catalogs in schools and, possibly, toy stores.

Basal Reading Programs

Allyn & Bacon, Inc.
Sheldon Basic Reading Series

This series offers pupils K-8 balanced and systematic instruction in the basic reading skills: word-attack skills emphasizing phonic and structural analysis; comprehension and interpretation; and critical reading skills are emphasized. A full range of supplementary materials is included.

American Book Co.
The READ System

The Reading Experience and Development System covers reading readiness through grade 6. First books follow the child's natural language patterns to simplify decoding. Skill pages are grouped according to common linquistic, phonic and structural elements. Reading Extension and Discovery and Reading Evaluation and Diagnosis are other components. There is a wide variety of auxiliary materials.

Betts Basic Readers

This series, pre-reading through grade 6 develop the child's ability to read literally, critically and creatively. They foster word perception and comprehension skills through study pages in the texts, Study Helps, and Study Books.

Behavioral Research Laboratories
Project Read

Designed to increase reading abilities of students from K-12, Project Read combines texts, tests, and teaching aids; pre- and in-service training programs; parent-community involvement. Materials blend a linguistic decoding approach to reading with a programmed learning format.

Benefic Press
Invitation to Adventure Series

This co-basic reading program, PP-grade 6, correlates word analysis-linguistic skills with the reader vocabulary; strengthens comprehension skills; develops communication skills. Stories are designed to develop character, creativity and aesthetic appreciation. Includes numerous supplemental aids.

Economy Co.
Phonetic Keys to Reading

For grades 1-3 this series uses a decoding method with phonetic analysis as part of the readiness program. Comprehension and word recognition skills are simultaneously developed in a process of learning a reading vocabulary. Auxiliary materials include flash cards, sentence strips, color picture cards, phrase cards, etc.

Keys to Independence in Reading

For grades 4-6/ The Storytext teaches interpretation and appreciation of reading for entertainment.

Follett Educational Corp.
City Schools Reading Program

A series of 12 books written for urban children of varied cultural and economic backgrounds. Prime objective is to aid the reading by relating stories to realistic out-of-school experiences.

Ginn & Co.
Ginn Basic Readers (Revised)

Readiness through grade 8, this 1964 edition of the Ginn Basic Readers is a developmental program of vocabulary, word analysis, and comprehension skills. A variety of supplemental aids are available.

Reading 360

A new basic program, flexibly organized into 13 levels to date based on the latest research in linguistics, psychology and sociology. The word introduction system, decoding program and high literary quality of the stories provide expanded scope to vocabulary, comprehension (literal and inferential) skills. Includes a variety of auxiliary materials.

Harcourt, Brace & Javanovich
The Bookmark Reading Program

A R-6 reading program incorporates linguistics in proceeding from speech to print, building an understanding of the decoding process. The Primary Readers develop basic reading skills with a strong word service program. The three Skills Readers at the intermediate level are informational; the three Literature Readers develop appreciation of fiction and poetry. A variety of supplementary materials are available.

Sequential Steps in Reading
(The Palo Alto Program)

A basal program for primary years, this carefully structured series emphasizes sound-symbol relationships. Reading as decoding and reading as comprehending proceed concurrently. Designed as a three year program to teach essential skills, it allows unusual adjustment to individual rates of progress. 20 paperbound books, workpads are part of the related materials.

Harper & Row
Basic Reading Program

A basic program from K-8 uses a "strand" approach for full development of reading skills and their application. Strand 1: developmental reading; Strand 2: reading in subject matter areas; Strand 3: individualized reading for curriculum enrichment with the Treasure Chest, Torch Lighter and Torch Bearer libraries. Numerous teaching aids are included.

Holt, Rinehart & Winston
Sounds of Language Read

A totally linguistic experience, the series if for preprimer through grade 6. Pupils through grade 3 build up a foundation of sentence sounds and structures as they learn to transfer oral language to printed form. Grades 4-6 extend the techniques of language exploration.

Houghton Mifflin Co.
Houghton Mifflin Reading Program

A new basal series prereading through 6 which uses behavioral objectives to form basis of skill sequences. Decoding and comprehension skills are mastered through the primary levels. Reference and study skills in the intermediate grades. Literary appreciation is a continual goal. Multiethnic balance.

i/t/a Publications, Inc.
Early-to-Read Program

A transitional reading program which is based on 44 symbols representing 44 sounds. The Program is organized into three phases: Basic Skills, Extending & Developing Skills, Spelling and Transition. Extensive vocabulary built. Host of supplementary teaching aids.

J.B. Lippincott Co.
Basic Reading

Fully developmental linguistic program, the Basic Reading Series proceeds from PP-8. It combines word attack advantages of phonics with emphasis on whole-word meanings. It is designed to develop reading and language arts skills, critical and analytical thinking. Offers a full spectrum of teaching materials.

Lyons and Carnahan
Developmental Reading Series

A teaching program, K-8, that provides the tools needed to develop skills in reading and communication, word perception techniques, interpretive skills, language study, and critical thinking.

Macmillan Company
The Macmillan Reading Program (1970)

An effective decoding program begins with the first preprimer and continues through the series. The program offers complete materials for teaching and evaluation. The intermediate grade readers teach pupils to think, evaluate, and appreciate, with skill development for each unit.

The Bank Street Readers

A series for preprimer through 3 of special interest to the urban child. The skills in phonics, word recognition, comprehension, and language are developed in conjunction with games, evaluation, and other supplements.

Noble & Noble
The Chandler Reading Program

A multi-ethnic reading program from readiness-3, these readers focus on real children in real-life situations that help develop a positive self image Stories are boy-oriented and teach oral language skills prior to and with readi The program includes a wide variety of multi-media materials and complete teacher's guides.

Open Court Publishing Co.
Open Court Basic Reading Program

These 1-6 readers offer challenging literary selections and a wide variety of informational reading. Skills in thinking, discussing, writing, as well as reading are developed. Teacher's guide presents systematic sequential development of skills. Supplemental materials are available.

Random House/Singer
Singer/Random House Literature Series

A series of readers Primer through 8 that features vocabulary-building and inductive approach to develop critical analysis skills.

SRA - Science Research Associates
The SRA Reading Program

A basal program for grades 1-6 organized as follows: The Basic Reading Series (BRS) grades 1 and 2, major aim is the development of decoding skills. It utilizes linguistic grouping of words, reading and teacher-directed activities to develop word attack, word recognition, comprehension, fluency and reading with expression. The Comprehensive Reading Series (CRS) for grades 2-6 builds those skills through sophisticated comprehension skills, including critical thinking. Many supplemental materials are available.

Distar Reading System

A two-year program designed to teach the basic reading skills in a sequential, structured way. Distar Reading I teaches the decoding skills and Distar II extends those skills, introduces new vocabulary and focuses more attention of developing comprehension.

Scott, Foresman & Co.
Scott, Foresman Reading Systems

A new program of 12 levels introduced in 1970 which consists of sets of components of interlocking literary and language skills that are taught through multi-media devices. The core components are the bare essentials: selected books for teachers to read from, pupils' books, workbook, independent practice. Additional components are a variety of supplemental materials; blocks, word cards, recordings, storybooks. R-3.2 program.

New Basic Reading Program

This K-8 program has a broad and varied content range. Program goals include early independence in decoding, competence in oral reading, development of reading tastes and interests, proficiency in the use of research tools. Numerous supplementary materials accompany the program.

The Open Highways Program

A reading series, 1-8, for slow-starting students who need a more concentrated, varied program. Each child moves at his own pace and workbooks reinforce and extend the reading skills. A variety of teaching aids are available.

Stanwix House, Inc.
Functional Basic Reading Series

A developmental reading program of materials created specifically for slow learners. The rate, complexity, and repetition of vocabulary and other reading skills, the reconciling of CA, MA, and social age, make these readers unique. The books themselves have a unique system of ability levels. All books designated by a single letter are for use with pupils under 13 years, those designated with double letters for pupils over 13. They are identical as to title and story situations. A variety of supplemental materials is available.

Steck-Vaughn Co.
Reading Essentials Series

A series of Worktexts K-8 that develops a program of sequential skills, emphasizing phonic and structural analysis, but containing comprehension checks and study skills. Teaching aids are available.

Stone Educational Publications
Exploring Reading Series

A developmental program 1-6 which has adventure-type stories geared to boys. Comprehension and word analysis are developed.

Webster Division/McGraw-Hill Book Co.
Programmed Reading

A basal reading program, pre-reading through 3, Levels R-21, employs a linguistic approach, a programmed format which allows children to work independently, and a highly motivating content. Hardback storybooks are available to emphasize the skills in the worktexts and provide additional work in the comprehension skills. Supplemental materials, including filmstrips, are available.

Programmed Reading for Adults

A worktext program which emphasizes six major reading areas. Books 3-6 concentrate on word-sentence patterns, sentence reading, paragraph reading, and consecutive paragraphs. Programmed, individualized format.

Machine Assisted Programs

Acoustifone Corp.
Eye-Opener Reading Improvement Series

A multi-sensory approach, high interest/low vocabulary, for grades 6-9 reading on level 4 or below. Uses filmstrips, tapes or records and skill-building answer sheets.

Bell & Howell
Language Master Programs

Series of preprinted and prerecorded cards that pupils insert in Language Master. Information is read on the card, listens to recording, records his answer on instruction track and compares. K-1 provides prereading and readiness activities. There is an Elementary Phonics and Linguistic Word Pattern program also.

Borg-Warner Educational Systems
Systems 80

System 80 is a programmed larning system designed to provide individualized supplementary and/or developmental instruction in this programmed area: Reading Words in Context. This kit, A-K, teaches 396 high-frequency words in context exercises. Other kits for other skills are available.

CBS Laboratories
AVS-10 Beginning Reading Program

This audiovisual machine with viewing screen and loudspeaker can be used with individuals or small groups. Programs by Basic Education Computers consists of 40 cartridges and uses a phonics/linguistic approach. (Also available in i/t/a.)

Cenco Educational Aids
Projection Reading Programs

A series of reading-oriented programs for use with tachistoscopes, filmstrip and overhead projector and pacer. Programs include: Reading/Spelling, Filmstrip Program, and Remedial Reading.

Craig Corp.
America Grows Series

Using the Craig Reader with TV-like screen this is a remedial reading program for levels 4-9. Blends instrument and book reading. Phrase training.

Reading Skills I

For slower readers at approximately 4th grade level. Tachistoscopic slides and workbooks emphasize reading skills.

Program B

For remediation, or enrichment at 6th and 7th grades. To increase reading efficiency, develop critical thinking and create interest.

Doresett Educational Systems

200 audiovisual response programs for its M-86 AV teaching Machine. Primarily

intended for intermediate and junior high level. Student is presented written materials visually, verbal audio stimulus and illustration, and responds by selecting answers.

Electronic Futures, Inc.
Wireless Reading Systems

An approach to reading instruction-mobile systems designed for individual or group instruction. Audio Notebook with 22 master tape tracks is primarily for instruction and improvement of language arts skills using a table top lab and headsets. The Audio Flashcard programs use lesson cards with two-track tapes inserted at bottom for a visual, auditory, presentation with responses recorded through machine. Colorful programs available in reading readiness and phonics and language.

General Learning Corp.
Phono-Viewer 1000

Designed as an economical audio-visual device, the Phono-Viewer uses a filmslide synchronized with a record which is very easy to operate. Receptacles for headsets are standard equipment. Programs for reading enrichment include the Bowmar Early Childhood Series, Language Arts/Oral Development and Dramatic Play/Holidays and Seasons.

Grolier Educational Corp.
Sight Words Audio-Visual Kits

The most frequent sight words form the basis of this program which uses a small, portable record player and programmed records to give instruction. It is an individual program which uses teacher reinforcement and evaluation of the knowledge of the sight words.

Hoffman Information Systems, Inc.
Hoffman Language Arts & Phonics Program

An audio-visual instruction program for reading readiness, primary reading and reading analysis skills. Components include projector with sound system and viewing screen, study and achievement units on filmslides and records, student answer books, headphones, and junction box. Reinforcement and support materials provided.

Individualized Instruction Inc.
Sounds and Stories

Sounds and Stories is a supplementary reading program recorded on tape used in the Pacer. The pupil listens to stories and answers questions on the plastic-coated lesson plan folders. For children who receive basic instruction from Tag, pre-primer of the Economy Co. Phonetic Keys to Reading.

Ken-A-Vision
Readmaster Program Materials

A series of programs, R-12, using the Readmaster, a machine that uses programmed, accelerator, tachistoscope and pacer instruction. Featured lessons in vocabulary and reading rate are available. Both developmental and remedial application.

Polyfax Educational Systems
Study Master Program

Study progresses at individual rate in a program of nongraded elementary reading using the Studymaster Player Unit. Visual and audio data are on one self-contained sheet. Teacher's guides and student practice sheets available.

Psychotechnics, Inc.
Discovery Reading Program

A code-breaking program in a discovery format for beginning readers. Consists of 100 films in a visual tracking format to be used with the Tach 500. Pupils respond in booklets as well as orally. Independent/group or developmental/remedial.

RCA
CAI Remedial Reading

A computer-assisted instruction program for upper elementary and junior high students reading below grade level. Student sits at a terminal, an electric typewriter-like device. Program involves diagnosing reading skills and then practice in weak areas. Decoding, vocabulary, syntax and comprehension are.

Responsive Environments Corp.
Talking Page Reading Program

A supplementary linguistic-phonic program for R-3. Uses the Talking Page, a combination of standard text and desktop learning system.

Talking Typewriter Reading Program

A reading program for preschool-secondary using the talking typewriter, a computer-based multisensory learning environment. Uses a systematic approach to teaching fundamental skills.

Rheem Califone
Perceptamatic Reading Series Materials

A program of kits at 8 reading levels to reinforce the teaching of vocabulary, word attack skills. Each kit uses 20 reels to use on a tachistoscopic projector. i/t/a available.

Remedial Reading Program

A program on tape plus workbooks and texts from beginners to 8th level. Emphasizes phonics drill, oral fluency and comprehension.

Singer Education & Training Products
(Graflex Div.)
Visual-Linguistic Reading Program

A program for primary grades designed to meet individual differences. Included texts, word and study introducers on transparencies, programmed texts, evaluation.

Alphy's Show-and-Tell

Alphabet and basic decoding skills on color transparencies, in student texts.

Westinghouse Learning Corp.
PLAN

An individualized program in reading and language arts utilizing publishers' materials to maximize opportunity for success. Program is dependent on modified classroom organization, teacher role and a computer accountability system.

Supplementary, Enrichment and Skill-Building Programs

Allied Education Council
Mott Basic Language Skills Programs

Systematizes basic reading skills normally taught in grades 1-9. Ungraded approach for remedial or compensatory reading problems.

Allyn & Bacon
Breakthrough!

A series of four paperback books for the upper-grade inner-city student who has failed with basic reading programs.

American Book Co.
Ideas, Images and I (Triple I)

The Triple I Series is a supplementary reading program for levels 1-6. Themes developed are positive attitudes toward self, peers, family, school & community. Hardbound or softbound.

Reading Round Table Series

Nongraded supplementary program, 1-6. Contemporary stories, social, historical and fictional literature. Hardbound or softbound.

American Guidance Service
Peabody Rebus Reading Program

A beginning reading program in worktext format with programmed skills in vocabulary and critical reading featuring picture rebuses. Transitional books to T.O.

Basic Education Computers, Inc.
Magicolor Program

Uses a color-sight response technique in supplemental reading program for preschool and primary. Pupils respond in response manuals. Taped lesson available, teaching machine format, or i/t/a.

Benefic Press
House of Books

Multi-level kits for grades 1-3 including readers, skill records.

Supplementary/Remedial Reading

Several sets of high interest/low vocabulary books for reluctant readers are available:
Audio-visual texts-
Moonbeam Series Reading Level PP-3
Interest Level PP-6

Animal Adventure Series RL PP-1
IL PP-4

Butternut Bill Series RL PP-1
IL PP-4

Cowboys of Many Races RL PP-5
IL PP-5

Dan Frontier RL PP-4
IL PP-7

Book Sets-
Sailor Jack RL PP-3
IL PP-7

Space Age Books RL 1-3
IL 1-4

Button Family Adventures RL PP-3
IL PP-5

Mystery Adventure RL 2-6
IL 4-9

World of Adventure Series RL 2-6
IL 4-9

Bobbs-Merrill Co., Inc.
Developmental Reading Text Workbook Series

A direct approach to development of reading skills R-6. Multi-ethnic edition. Emphasis on evaluation.

Best of Children's Literature

A series of six books for grades 1-6 which includes nearly 300 selections.

Bowmar
Reading Incentive Program

A series of multimedia kits at 3rd grade level with interest levels intermediate and above. Each kit contains filmstrip, record, 10 sofcover books.

Primary Reading Series

Series of 66 child-size books designed to build reading confidence. Grades 1-3. Color coded for six levels.

Chandler Publishing Co.
Chandler Language Experience Reading Program

A six-year program with stories based on experiences shared by urban children. The vocabulary and sentence patterns are natural oral expression. Boys play important roles. Variety of supplemental materials.

Classroom World Productions
Storybook Shelf, Storybook Favorites and Adventures in Reading

Three series of tapes, K-6 of children's stories to develop comprehension and auditory reading skills.

Doubleday Multimedia
Prime-O-Tec

A listen and read-along program for primary grades. Nine popular children's books and recordings.

Educational Activities, Inc.
The Developing Comprehension in Reading Series

For grades 1-6, two levels of one story all group study while emphasizing individualization.

Educational Progress Corp.
Audio Reading Progress Laboratory

A developmental reading program 1-8 consisting of instruction tapes, progress books and examinations. Four strands of skills are available: Phonetic and Structural Word Analysis, Comprehension, Vocabulary, and Study Skills.

Educators Publishing Service
The Royal Road Readers

A program combining word-attack with phonics with emphasis on whole-word meanings. R-9. Companion books augment series.

Encyclopedia Britannica Educational Corp.
Language Experiences in Reading

A structured program for individual communication skills, K-3. Develops oral skills, word recognition, vocabulary and comprehension skills. Extensive teacher's guides for three levels. Pupils record books feature 17 sequential units.

Electronic Futures Inc.
Mini-Systems

Primary Listening Skills are children's worksheets with coordinated audio lessons. Individualized or small group instruction.

Field Enterprises Educational Corp.
Wild Life Adventure Series

High interest/low vocabulary series which builds competence, interest, and reading abilities. Grades 3-8.

Checkered Flag Series

A multi-media high interest/low vocabulary series of books for students in grades 6/12. Includes filmstrips and records for motivational and experience. Also tapes of the texts.

Follett Educational Corp.
Beginning-to-Read Books

Series of 51 books with reading levels 1.2-2.2. Independent reading to expand vocabulary and improve word attack skills.

Garrard Publishing Co.
Dolch Four-Step Reading Program

A series of 57 books levels, 1-4 with interest levels of 1-8. Each of the four sets is designed for supplementary reading to help children practice basic words.

The Reading Shelf

44 books that offer a wide variety of subjects to interest children in grades 1-5. Provides practice in basic vocabulary.

Ginn & Co.
Ginn Word Enrichment Program

Main emphasis is on phonetic analysis skills but program also develops structural analysis, vocabulary and word meaning.

Grolier Educational Corp.
The Reading Attainment System

A remedial reading system for students with under-developed reading skills. Includes 120 reading selections, skills cards, answer keys and is geared to 3-4 levels.

Harper & Row
Harper Junior Books for Inter-Cultural Understanding

A group of 68 books, K-advanced readers, dealing with different minority groups.

American Adventure Series

22 stories about American heros for reluctant readers. Intermediate-high school. Special appeal for boys.

D.C. Heath & Co.
Reading Caravan

A structured literature program from primer to 6th reader. Series stresses study skills and critical thinking. Accompanying records motivate and enrich.

Listening-Reading Program

Kits at 3 levels (1-3) of 12 different story brochures, 6 records, masters.

Holt, Rinehart & Winston
I Wonder Shy Books

24 books for primary children designed to enrich, supplement, and individualize the reading program. Wide range of readability and interest levels. Guide available.

Instant Readers

24 K-3 readers which build skills in the use of literary structure.

The Owl Books

A series of 120 books, K-6, of prose, poetry, fact and fiction. Develops concepts in arithmetic, literature, science and social studies on an individual or group level.

Houghton Mifflin Co.
Houghton Mifflin Action Series

Consists of four books of brief selections on contemporary themes. 4-5th grade vocabulary. Builds abilities from basic word attack to literary appreciation. Reading Practice Books available.

i/t/a Publications
Library Sets 1-4

A series of hard-cover readers coordinated with the Early To Read i/t/a Program. These books develop basic skills, extend and enrich them. Leads to spelling and transition.

Laidlaw Brothers
Gateways to Reading Treasures

A P-6 reading series which introduces pupils to stories from literature, provides practice for vocabulary, extends basic reading skills needed for thinking creatively.

Stories of Today and Long Ago

A program of enrichment reading, P-6, developing vocabulary and language. Tapes available.

Study Exercies for Developing Reading Skills

4 books for grades 4-8 divided into 64 exercises to improve reading skills.

Learning Research Associates, Inc.
Michigan Language Program

Provides sequenced discrimination tasks through programmed worktexts, self-pacing materials, transparencies, and tapes.

The Literature Samplers

A collection of 120 excerpts from popular children's books, Grade 4+. Discussion cards available.

J.B. Lippincott Co.
Reading for Meaning

A dual-purpose program for remedial use with poor readers or for improving the speed, comprehension, vocabulary and advanced skills. Workbooks Grades 4+.

Lyons & Carnahan
Pacesetters in Personal Reading

PP-8 levels which stress individual development through 6 books.

Macmillan Co.
Macmillan Reading Spectrum

The Skills Spectrum consists of 18 booklets providing sequential instruction in word analysis, vocabulary, and comprehension. 6 levels in each of the skills are available. The Spectrum of Books has two classroom sets of books 2-8 reading levels. The Reading Spectrum is for Grades 4+.

McCormick-Mathers
The Challenge Reader Series

Six nongraded books develop comprehension skills as well as interpretation and critical thinking. Multi-ethnic.

Building Reading Skills Series

Audio-visual series, for levels 1-6, is planned for individualized instruction. Includes skill cards.

Charles E. Merrill Publishing Co.
Building Reading Power

A programmed course for low-reading ability students on or about the 5th grade level. Provides a concentrated remedial program that is self-administering, self-correcting, and self-regulating.

New Diagnostic Reading Workshop Series

Designed for systematic checking and reinforcement of reading skills for Grades K-6.

Gaining Independence in Reading Series

This three-book series is a developmental program of instruction in reading and study skills for intermediate grades.

New Reading Skill Text Series

A developmental reading skills program, K-6, including gathering facts, understanding and recognizing ideas, making judgments and studying words.

New Dimensions in Education
Dimension 99

A reading program for 3-6 which uses science to induce reading competence. It is multi-media, inter-sensory. Checks in vocabulary and comprehension are included after every unit story.

Random House/Singer
Reading Pacemakers

A developmental individualized reading program, 3-9. Each Pacemaking consists of a bookshelf of 50 titles with a range of reading levels. Skillpacer diagnostic skill-building lab included in each program.

Reading Readiness Skillstarters

Teaches readiness skills through games, activities and books.

Sights & Sounds

A listening-reading program for pre-readers and beginners. In multimedia units.

Mission: READ

Individualized skill-building program contains original stories to appeal to a child's emotions as well as to his intellect.

Reader's Digest Services, Inc.
Reading Skill Builders

A series of paperback readers, levels 1-8 with interesting content and sensibly controlled vocabulary. Practice pads are supplementary.

Reading Skill Builder Kits

Multi-volume collections of Skill Builders in metal bookcase. Three levels: Elementary Kit 1-4, Intermediate Kit 2-6, and Advanced Kit 4-10.

Young Pegasus Packets

Multi-ethnic materials for preschool and primary. Storybooks, game cards, puzzles, stand-up figures included.

Richtest Press
Margaret Friskey First Step Program

Multi-media readiness program includes a library of books, pupil activity books, record album, card game and guide.

Scholastic Book Services
Individualized Reading Program

Materials in classroom units for grades 2-6 containing 100 paperback books, teaching guide, activity cards, skill game cards, duplicating worksheets, skill supplement and reading logs. In sturdy containers for excellent individualization of reading.

Pleasure Reading Libraries

For K-8, each classroom library contains 50 paperback books for supplementary reading.

SRA - Science Research Associates
The Reading Laboratory Series

An individually-cycled program for grades 1-12. Each Laboratory contains Listening Skill Builders for improving listening comprehension and Power Builders to increase comprehension and word skills. Rate Builders to dev elop speed and concentration in upper levels. Three kits for primary skills: Kit 1a contains work from 1.2-3.0; Kit 1b from 1.4-4.0 and Kit 1c from 1.4-5.0.

Lift-Off to Reading

A program that utilizes the progressive choice reading method to teach children to read. It is especially designed for use with students at any elementary-grade level who have poor motor, visual, verbal or perceptual skills.

Scott, Foresman & Co.
Invitations to Personal Reading

Ten classroom library sets K-6 provide for a wide range of tastes and abilities which enlarging on basal reader themes. Each box includes posters, recordings, word games.

Basic Reading Skills Program

Gives below-par upper level readers a means to improve reading skills. Workbooks help students identify and practice word study and comprehension skills. Overhead transparencies and correlated tapes available.

Silver Burdett
Starter 101

A program for problem readers in grades 1-3. Program includes ten consumable books and a manual. Additional materials are forthcoming.

Steck-Vaughn Co.
The Human Values Series

A group of readers 1-6 which identify eight human values which children can apply to their own relationships with others.

Wonder-Wonder Series

A set of readers suitable for grades 1-5 for first steps for independent and pleasure reading.

Woodland Frolics Series

Believable animal stories for grades 1-8 that extend reading skills. Vocabulary correlated with basal readers.

Stone Educational Publications
A Little Storehouse

A readiness program that develops readiness skills by involving the child in the learning process. Many ideas and activities.

Learning to Read while Reading to Learn

A series of individualized, ungraded, high interest/low vocabulary books directed primarily toward boys.

Webster Division/McGraw-Hill Book Co.
Reading for Concepts

A 1-8 series to help reluctant readers grow in reading experience. High interest stories help students increase comprehension skills, particularly in drawing conclusions and making inferences.

Western Publishing Co.
The Golden Beginning Readers

Ten high interest stories, each told with less than 100 different words which can be used for individualized reading or as supplements to any basal program.

Audio-Visual Resources

Bailey Films

No narration films. (Can be rented for $8.00)

The Circus
The Duet
The Fence
The Junkyard
The Little Blue Apron
Pets: A Boy and His Dog
A Rock in the Road

Bowmar Filmstrips

Best in Children's Literature
  Series 1, 14 titles
  Series 2, 14 titles

Reading Incentive Program
  Filmstrips, records, and books about cars and races. Reading level 3rd, Interest Level elementary through high school.

Cooper Films

Our Children's Heritage
  A program of 48 sound filmstrips for primary grades. 8 series.

Read as You Listen
  10 volumes of records and paperback books of primary reading motivation, vocabulary.

Coronet Films

Reading for Beginners Series
  Four films for primary level to introduce basic reading skills: word shapes, sounds, parts and context clues.

Eye Gate Filmstrips

Fundamentals of Thinking
  Comparing
  Assumptions
  Classification
  Critical Thinking
  Problem Solving
  Interpretation
  Summarizing
  Observing
  Analyzing
  Includes manual

Filmstrip House

Headstart on Reading
  Multi-media series K-2 of filmstrips, records, scripts, and workbooks to teach readiness and word analysis.

Ideal School Supply

Reading Readiness
  A comprehensive program for developmental or remedial reading using structured reading tapes, transparencies, charts, picture cards and magic cards.

Imperial Film Co.

Open-Ended Stories
  5 sound film-strip stories that can be concluded in a variety of ways. Can be purchased in a set of five or one at a time.
    The Painting
    The Open Gate
    The New Building
    The Purse

  Language Arts Sound-Filmstrips
    Tales for Young Imaginations (set of 4)
    African Folk Tales (set of 4)
    Hindue Tales (set of 2)
    Japanese Fairy Tales (set of 4)
    Arabian Nights (set of 4)
    Classical Mythology (set of 2)

Imperial International Learning

Gateway to Good Reading
  K-2 readiness program consisting of 40 tapes and 30 response booklets.

Primary Reading
  K-3 supplemental reading program with 40 tapes covering readiness, study, comprehension and word attack skills.

Intermediate Reading
  40 tape program, 4-6 developes advanced reading skills.

Journal Films

Phrase Reading Development Program.
  Ten 16-mm films containing 260 different length phrases to aid comprehension and rate. Grades 4-7.

Singer

- Multi-Media Kits
  - Children's Literature
    - Classics (4 FS + 2 records ea.)
    - Favorites
    - William Tell
    - King Arthur
    - Aladdin
    - Robin Hood
  - Poetry
    - 16 Talking Pictures

SRA - Science Research Assoc.

- Listening Skills Program
  - Recorded Stories
  - Listening Skills
    - 6 kits of cassette programs
    - Grade 1 - 1a, Grade 2 - 1b
    - Grade 3 - 1c, Grade 4 - 2a
    - Grade 5 - 2b, Grade 6 - 2c
    - Skills in recall, following directions, sequence, and major topics.

Three M (3-M)

- Transparency Programs
  - Basic Reading - Part I
    - Readiness - First
    - 23 visuals
    - Skills include phrase reading
  - Basic Reading - Part II
    - 23 visuals
    - includes scanning, phrase reading and vocabulary development.

Troll Assoc.

- Filmstrip Programs
  - New Adventures in Language includes: A Silly Day with Cecil.
    - (Sentences), The Haunted House (Sentences), Henry Learns Something (Paragraph)

Tweedy Transparencies

Visual-Lingual Reading Program is a series of transparencies to stimulate oral communication and motivate reading.

Walt Disney

- Story Recordings - Read Along Kits
  - Peter Pan
  - The Three Little Pigs
  - Winnie the Pooh and the Honey Pot
  - Mary Poppins
  - It's a Small World
  - Mickey Mouse
  - The Little Red Hen
  - Little Hiawatha
    - Contains childrens books, cassettes and records with teacher's guide.

- Open Ended Discussion Films
  - What Should I do About...
    - The Fight
    - The Game
    - The New Girl
    - The Lunch Money
    - The Project
      - with utilization activities.

- Sound Filmstrips
  - Fantasy Classics Set
  - Literary Classics Set
  - Adventure Classics Set
    - with study guides

Wilson Educational Recordings, Wilson Corp.

- Story Recordings
  - Wonderful World
  - Sound and Fancy
  - Creative Patterns
  - World of Sound
  - We Listen & Learn

- Developing Creative Ability

- Developing Language Arts Skills
  - Skills in vocabulary, propaganda, topic sentence, and drawing conclusions.

Individual Activities for Skill Practice

(This list is not an exhaustive resource for the teacher. It contains an overview of the kinds of materials that can be used for individual practice of the comprehension skills.)

Material and Approximate Cost

Garrard Publishing Co.

- Dolch Materials
  - Group Word Teaching Game $2.50
  - Sight Word Cards $1.50
  - Sight Phrase Cards $1.25
  - Sight Word Cards $1.25 (Group Size $2.50)
  - My Puzzle Books, I & II $ .56

General Learning Corp.

- U.S. Map Inlay Puzzle $6.00
- KinderCity (92 pieces & layout)$10.00
- Play Trays (Kits) $15.95
- Visionetics
  - Synonyms & Antonyms Ladder Game $5.00
  - Complete the Phrase Game $20.00
  - Homonym & Synonym Game $30.00

Ideal

- Crossword Puzzles $2.25 ea. 12 different sets
- Reading Games
  - Rhyming Zig Zag $6.00
  - Silly Sounds $6.00
  - Sea of Vowels $6.75
  - Space Flight $6.00
- Reading Readiness Classpack $36.50
- Rhyming Puzzles
  - Picture - Picture $2.60
  - Pictures - Word $2.60
  - Word - Word $2.60
- Action, Name & Sequence Pictures $1.75
- Classification Cards $4.25

Instructo

- Fun With Faces $4.95 ea.
  - Animals
  - White Family
  - Black Family
- Classification Game $5.95
- Desk Top Activity Kits
  - Discovering Opposites $4.95
  - Let's Learn Sequence $4.50
  - Creating Stories $4.95
- Teaching Transparencies
  - Punctuation & Capitalization $32.95
  - Word Usage $38.95

Judy Co.

- SeeQuees, 4-12 pieces $1.45-$2.25
  - Science
  - Social Studies
  - Language Arts
- Story Sets $4.35

McGraw-Hill Co.

- Stories for Listening, Sets I, II, III $48.00
- Tell Again Story Cards, Level I, II $11.75

Milliken

- Spirit Duplicating Books $1.25 ea.
  - Learn to Read
  - Read & Do
  - Start To Read

Milton Bradley

- Poster Cards
  - Antonym Poster Cards $3. 0
  - Synonym Poster Cards $4. 0
- Sentence Builder $1.25
- Picture Word Builder $ .60
- Picture Sequence Cards $1. 5
- Flannel Aids
  - Opposites $3.25
- Password Language Game $2. 5
- Sort-a-Card $2.00
- Early Childhood Enrichment Series
  - Learning to Develop Languge Skills $40.00

Playskool

- Playskool Village - 95 woodn pieces 32" square layout $7.00

SRA

- Inquisitive Games
  - Discovering How to Learn $100.00 16 games, picture card, manual

Scholastic

- Scope/Skills $2.25
- Scope/Visuals
  - Reading Skills (S/V I) .50
  - Vocabulary (S/V II) $4.
  - Determining Sequence (S/ IV) $4.5

Word Making Productions

Word Making Methods Book $3.00
150 ideas for using the Word Making Cards $17.00

Rebus Picture Puzzles $2.00

Commercially Available Games That Can Supplement Reading Instruction

Lakeside Industries

Perquackery $2.50
Roll and spell 2, 3, 4, - letter words as can in time limit.

Milton Bradley

Beat the Clock $3.75
Players complete stunts within a time limit.

Game of Life $3.50
Spinner and written directions on game board dictate "future". (9-Adult)

Twister $4.00
Spin for color-coded directions.

CandyLand $2.00
No reading, spin to match colors and move along game board.

Dark Shadows Game $3.00
Build skeletons by reading game cards.

Operation $4.00
Performs operation on battery-powered patient by following directions.

Concentration $3.75
Matching words and decodes secret message.

Jeopardy $2.75
Answers quiz questions (10-Adult)

Go to the Head of the Class $3.00
Follows direction, answers quiz questions (8-Adult)

Good Old Charley Brown $3.00
Matching characters and follows directions on game board. (6-12)

Mystery Date $3.75
Follows direction and reaches conclusions. (Girls 6-14)

Parker Brothers

Clue $3.00
Must make associations and reach conslusion, character assessment, relevancy vs. irrelevancy.

Leapin' Letters $3.50
Builds words from letters.

Schaper Mann Co.

Big Mouth Game $3.50
"Feed" fruit from bowl into mouth.

Selchow & Richter Co.

Scrabble for Juniors $3.00
Version I: must cover words on game board with letters.
Version II: form words (6-12)

What's Up $3.75
Temas compete by guessing a mystery word or phrase.

Scrabble Crossword Cubes Game $2.00
Roll and spell words within a time limit.

Whitman

Guess What? $2.50
Players must guess objects that have been removed.

Match a Batch
Players must arrange blocks so that all sides are different.

BOOKS FOR SLOW READERS*

Second - Third Grade Interest Level

Subject	Grade Reading Level	Author-Title	Publisher*	Approximate Net Price
Adventure	1.0	FINDERS KEEPERS Will & Nicholas	Harcourt, 1951	4.19
Africa	2.5	TRUE BOOKS OF AFRICA - AN ANIMALS Purcell	Childrens, 1954	2.25
Airplanes	1.4	I WANT TO BE A PILOT Greene	Childrens, 1957	2.06
Art	2.4	PICTURE FOR HAROLDS ROOM Johnson	Harper, 1960	2.93
Astronomy	2.4	TRUE BOOK OF MOON, SUN & STARS Lewellen	Childrens, 1954	2.25
Automobiles	1.3	I WANT TO BE A BUS DRIVER Greene	Childrens, 1957	2.06
	2.5	MRS. MOON TAKES A DRIVE Harwood	Lerner, 1967	3.23
Birds	2.0	RUBY THROAT, STORY OF A HUMMING-BIRD McClung	Morrow, 1950	3.69
China	2.0	CHINESE CHILDREN NEXT DOOR Buck	Day, 1942	3.49
Circus	2.4	TRUE BOOK OF CIRCUS Harmer	Childrens, 1955	2.25
City Life	1.3	I WANT TO BE AN ANIMAL DOCTOR Greene	Childrens, 1956	2.06
	1.3	I WANT TO BE A BAKER Greene	Childrens, 1956	2.06
	1.3	I WANT TO BE A MECHANIC Greene	Childrens, 1959	2.06

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*Spache, Dr. George D., Spache Readability Projects: Books for Slow Readers, Follett Library Book Company, Chicago, Illinois, 1969.

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
City Life	1.3	I WANT TO BE A NEWS REPORTER Greene	Childrens, 1958	2.06
	1.3	I WANT TO BE AN ORANGE GROWER	Childrens, 1956	2.06
	1.3	I WANT TO BE A POLICEMAN Greene	Childrens, 1958	2.06
	1.3	I WANT TO BE A POSTMAN Greene	Childrens, 1958	2.06
	1.3	I WANT TO BE A ROAD BUILDER Greene	Childrens, 1958	2.06
	1.3	I WANT TO BE A SCIENTIST	Childrens, 1958	2.06
	1.3	I WANT TO BE A SHIP CAPTAIN Greene	Childrens, 1962	2.06
	1.4	I WANT TO BE A RESTAURANT OWNER Greene	Childrens, 1959	2.06
	1.6	I WANT TO BE A STOREKEEPER Greene	Childrens, 1958	2.06
	1.8	I WANT TO BE A TEACHER Greene	Childrens, 1957	2.06
	1.8	I WANT TO BE A TELEPHONE OPERATOR Greene	Childrens, 1958	2.06
	1.8	I WANT TO BE A TRUCK DRIVER	Childrens, 1958	2.06
	1.8	I WANT TO BE A ZOO-KEEPER	Childrens, 1957	2.06
	2.1	POLICEMAN SMALL Lenski	Walck, 1962	3.45
	2.2	COME TO THE CITY Tensen	Reilly, 1951	4.18
	2.4	I WANT TO BE AN AIRLINE HOSTESS Greene	Childrens, 1960	2.06

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
	2.7	I WANT TO BE A LIBRARIAN Greene	Childrens, 1960	2.06
Cowboys	1.0	COWBOY SMALL Lenski	Walck, 1949	3.45
	1.8	I WANT TO BE A COWBOY Greene	Childrens, 1960	2.06
Deer	1.9	DEER IN THE SNOW Schlein	Abelard, 1956	3.48
Dogs	2.1	DOG CAME TO SCHOOL Lenski	Walck, 1955	3.29
	5.9	BETWEEN PLANETS Heinlein	Scribner, 1968	4.18
Family & Human Relations	1.3	I WANT TO BE A HOMEMAKER Greene	Childrens, 1961	2.06
	2.3	I WANT TO BE LITTLE Zolotow	Abelard, 1966	3.18
	2.3	NOBODY LISTENS TO ANDREW Guilfile	Follett, 1957	1.47
Fanciful Tales	2.0	GONE IS GONE Gag	Coward, 1935	2.52
Farm Life	1.3	I WANT TO BE A DAIRY FARMER Greene	Childrens, 1957	2.06
	1.3	I WANT TO BE A FARMER Greene	Childrens, 1959	2.06
	2.1	COME TO THE FARM Tensen	Reilly, 1949	4.18
	2.2	TRUE BOOKS OF FARM ANIMALS Lewellen	Childrens, 1954	2.25
Fireman	1.3	I WANT TO BE A FIREMAN Greene	Childrens, 1957	2.06
Fish	1.3	I WANT TO BE A FISHERMAN Greene	Childrens, 1957	2.06
Folk Tales	2.2	FIVE CHINESE BROTHERS Bishop	Coward, 1938	2.86

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Food	2.3	MR. BUMBA & THE ORANGE GROVE Harwood	Lerner, 1964	3.23
Games	2.4	CHILD'S GARDEN OF VERSES Stevenson	Grossett, 1957	3.99
Geology	1.3	I WANT TO BE A COAL MINER Greene	Childrens, 1957	2.06
Health	1.3	I WANT TO BE A DENTIST Greene	Childrens, 1960	2.06
	1.3	I WANT TO BE A DOCTOR Greene	Childrens, 1958	2.06
	1.3	I WANT TO BE A NURSE Greene	Childrens, 1957	2.06
	2.5	LOOK AT YOUR EYES Showers	Crowell, 1962	3.69
Horses	1.8	CHESTER Hoff	Harper, 1961	3.46
Houses	1.4	I WANT TO BE A CARPENTER Greene	Childrens, 1958	2.06
Indians in North America	2.4	SQUANTO, FRIEND OF THE WHITE MAN Bulla	Crowell, 1954	3.69
Marine Life	1.8	TRUE BOOK OF OCEANS Carter	Childrens, 1958	3.69
Mathematics	1.5	TEN APPLES ON TOP Le Sieg	Random, 1961	2.65
Music	1.6	I WANT TO BE A BALLET DANCER Greene	Childrens, 1959	2.06
	2.1	I WANT TO BE A MUSICIAN Greene	Childrens, 1962	2.06
Pets	1.9	COME TO THE PET SHOP Tensen	Reilly, 1954	4.18
Railroads	2.1	LITTLE TRAIN Lenski	Walck, 1940	3.45

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Space	1.8	I WANT TO BE A SPACE PILOT Greene	Childrens, 1961	2.06
Sports	1.3	I WANT TO BE A BASEBALL PLAYER Greene	Childrens, 1961	2.06
Transportation	1.8	I WANT TO BE A TRAIN ENGINEER Greene	Childrens, 1956	2.06
Trees	1.4	TREE IS NICE Udry	Harper, 1956	2.97
Valentines Day	2.0	STORY OF VALENTINE Hays	Coward, 1956	2.97
Wild Animals	1.2	COME TO THE ZOO Tensen	Reilly, 1948	4.18
		Fourth-Sixth Grade Interest Level		
Adventure	2.8	CASE OF THE DUMB BELLS Donsall	Harper, 1966	3.46
	2.9	YELLOW HOUSE MYSTERY Warner	Whitman, 1953	3.32
	4.0	MIKE'S MYSTERY Warner	Whitman, 1960	3.32
	4.1	BLUE BAY MYSTERY Warner	Whitman, 1961	3.32
	4.2	MOUNTAIN TOP MYSTERY Warner	Whitman, 1964	3.32
	4.4	GHOST HOLLOW MYSTERY Carter	Lippincott, 1951	3.77
	4.4	KIDNAPPED Stevenson	World, 1947	3.77
Alaska	2.9	DOG TEAM FOR ONGLUK Shannon	Melmont, 1962	2.06
Art	2.4	PICTURE FOR HAROLDS ROOM Johnson	Harper, 1960	2.93

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Art	3.0	MR. BUMBA'S NEW HOME Harwood	Lerner, 1964	3.23
	3.4	MR. BUMBA'S TUESDAY CLUB Harwood	Lerner, 1966	3.23
	4.1	DO YOU SEE WHAT I SEE? Borten	Abelard, 1959	3.48
	4.3	TRUE BOOK OF TOYS AT WORK Lewellen	Childrens, 1953	2.25
Astronomy	2.4	TRUE BOOK OF MOON, SUN AND STARS Lewellen	Childrens, 1954	2.25
	2.8	YOU WILL GO TO THE MOON Freeman	Random, 1959	2.65
	4.5	LETS GO TO A PLANETARIUM Wolfe	Putnam, 1958	2.29
	5.9	HOW & WHY WONDER BOOK OF PLANETS AND INTERPLANETARY TRAVEL Highland	Grosset, 1962	2.34
Automobiles	2.5	MRS. MOON TAKES A DRIVE Harwood	Lerner, 1967	3.23
	3.6	LETS GO TO AN AUTOMOBILE FACTORY Butler	Putnam, 1961	2.29
	4.0	TRUCKS AT WORK Elting	Harvey, 1962	3.36
	4.1	TRUE BOOK OF AUTOMOBILES Carlisle	Childrens, 1965	2.25
Bears	4.5	TRUE BOOK OF ANIMALS OF SMALL POND Erikson	Childrens, 1953	2.25
	5.0	HERE COME THE BEARS Goudey	Scribner, 1954	3.46
Bees	3.2	TRUE BOOK OF HONEYBEES Lewellen	Childrens, 1953	2.25
Biography: American	2.8	JOHN BILLINGTON, FRIEND OF SQUANTO Bulla	Crowell, 1956	3.89

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Biography: American	3.0	HENRY HUDSON: CAPTAIN OF ICEBOUND SEAS Carmer	Garrard, 1960	3.25
Birds	2.0	RUBY THROAT, STORY OF A HUMMINGBIRD McClung	Morrow, 1950	3.69
	3.0	TRUE BOOK OF BIRDS WE KNOW Friskey	Childrens, 1954	2.25
	3.1	OLIVER PETE IS A BIRD Fenton	Day, 1959	2.86
Birthdays	2.9	SURPRISE FOR DAVY Lensky	Walck, 1949	2.93
	3.0	HOLIDAY BOOK: BIRTHDAYS Patterson	Garrard, 1965	3.25
Butterflies	3.8	SPHINX, STORY OF A CATERPILLAR McClung	Morrow, 1949	3.69
California	3.0	RIDING THE PONY EXPRESS Bulla	Crowell, 1948	3.69
Cats	2.7	CAT IN THE HAT Dr. Suess	Random, 1957	2.65
	2.7	CAT IN THE HAT COMES BACK Suess	Random, 1958	2.65
	2.7	MR. BUMBA DRAWS A KITTEN Harwood	Lerner, 1966	3.23
	3.5	SNOWSHOE PAWS Johnson	Morrow, 1949	3.69
	3.6	APRIL'S KITTENS Newberry	Harper, 1940	5.39
China	2.0	CHINESE CHILDREN NEXT DOOR Buck	Day, 1942	3.49
	4.5	LET'S VISIT FORMOSA Caldwell	Day, 1965	2.97

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Christopher Columbus	2.6	CHRISTOPHER COLUMBUS Judson	Follett, 1960	1.47
Circus	2.4	TRUE BOOK OF CIRCUS Harmer	Childrens, 1955	2.25
	3.2	IF I RAN A CIRCUS Suess	Random, 1958	3.83
	4.0	BETSY AND THE CIRCUS Haywood	Morrow, 1954	4.89
City Life	2.1	POLICEMAN SMALL Lenski	Walck, 1962	3.85
	2.2	COME TO THE CITY Tensen	Reilly, 1951	4.18
	2.4	I WANT TO BE AN AIRPLANE HOSTESS Greene	Childrens, 1961	2.06
	2.6	MR. BUMBA'S NEW JOB Harwood	Lerner, 1964	3.23
	2.7	I WANT TO BE A LIBRARIAN Greene	Childrens, 1960	2.06
	2.9	MRS. MOON'S RESCUE Harwood	Lerner, 1967	3.23
	2.9	MRS. MOON'S STORY HOUR Harwood	Lerner, 1967	3.23
	3.0	MRS. MOON & THE DARK STAIRS Harwood	Lerner, 1967	3.23
	4.0	LET'S GO TO A SUPERMARKER Goodspeed	Putnam, 1958	2.29
	4.0	MRS. MOON GOES SHOPPING Harwood	Lerner, 1967	3.23
	4.1	MRS. MOON'S CEMENT HAT Harwood	Lerner, 1967	3.23
	4.2	LET'S GO TO THE F.B.I. Rosenfield	Putnam, 1964	2.29

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Colonial Period of America	3.9	TOUGH ENOUGH Carroll	Walck, 1954	3.95
	4.4	BENJAMIN FRANKLIN D'Aulaire	Doubleday, 1950	4.57
	4.4	MATCHLOCK GUN Edmonds	Dodd, 1941	3.99
Conservation	3.5	TRUE BOOK OF CONSERVATION Gates	Childrens, 1959	2.25
	4.0	LET'S GO TO A NATIONAL PARK Hamill	Putnam, 1962	2.29
Cowboys	2.8	SURPRISE FOR A COWBOY Bulla	Crowell, 1950	3.99
	3.2	COWBOYS & CATTLE Gartland	Coward, 1962	2.68
	3.4	TRUE BOOK OF COWBOYS Martini	Childrens, 1960	2.25
	4.9	WE WERE THERE ON THE CHISHOLM TRAIL Taylor	Grosset, 1957	3.40
Democracy	2.9	TRUE BOOK OF FREEDOM & OUR U.S. FAMILY Witty	Childrens, 1956	2.25
	3.7	LET'S GO TO THE CAPITOL Rosenfield	Putnam. 1959	2.29
	4.1	LET'S GO TO ANNAPOLIS Borreson	Putnam, 1963	2.29
	4.2	JOHN FITZGERALD KENNEDY Martin	Putnam, 1964	2.68
	4.3	STORY OF FRANKLIN D. ROOSEVELT Kickok	Grosset, 1956	3.40
	4.5	OUR INDEPENDENCE & THE CONSTITUTION Fisher	Random, 1950	3.38

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Desert	3.2	TRUE BOOK OF DESERTS Posell	Childrens, 1958	2.25
Dogs	2.1	DOG CAME TO SCHOOL Lenski	Walck, 1955	3.29
	2.7	DID YOU SAY DOGS Palazzo	Garrard, 1964	3.25
	2.7	HARRY & THE LADY NEXT DOOR Zion	Harper, 1960	3.46
	3.0	CHAMP, A GALLANT COLLIE Lauber	Random, 1960	2.65
	4.3	TRUE BOOK OF DOGS Posell	Childrens, 1961	2.25
	4.4	SILVER CHIEF, DOG OF THE NORTH O'Brien	Grosset, 1950	3.40
Easter	3.0	HOLIDAY BOOK: EASTER Patterson	Garrard, 1966	3.40
Elephants	3.3	HORTON HATCHES THE EGG Suess	Random, 1940	3.83
	4.3	TRUE BOOK OF ELEPHANTS Posell	Childrens, 1964	2.25
	4.4	ELEPHANTS Zim	Morrow, 1946	3.69
Eskimos	2.9	TRUE BOOK OF LITTLE ESKIMOS Copeland	Childrens, 1953	2.25
Experiments & Experimentors	2.8	TRUE BOOK OF SCIENCE EXPERIMENTS Podendorf	Childrens, 1954	2.25
	3.0	TRUE BOOK OF MORE SCIENCE EXPERIMENTS Podendorf	Childrens, 1956	2.25
	3.1	TRUE BOOK OF CHEMISTRY Carona	Childrens, 1962	2.25

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Family & Human Relations	2.3	I WANT TO BE LITTLE Zolotow	Abelard, 1966	3.18
	2.3	NOBODY LISTENS TO ANDREW Guilfile	Follett, 1957	1.47
	2.6	MRS. MOON & HER FRIENDS Harwood	Lerner, 1967	3.23
	3.0	CLEAR THE TRACK Slobodkin	Mcmillan, 1945	4.45
	3.9	MR. BUMBA KEEPS HOUSE Harwood	Lerner, 1964	3.23
	4.0	EDDIE'S PAY DIRT Haywood	Morrow, 1953	4.89
	4.1	MR. BUMBA RIDES A BICYCLE Harwood	Lerner, 1966	3.32
	4.2	LITTLE MISS ATLAS Lambert	Grosset, 1949	2.98
	4.3	MAGICAL MELONS Brink	Macmillan, 1944	5.39
	4.4	BOXCAR CHILDREN Warner	Scott-Fore, 1950	3.32
	4.4	DOUBLE DATE deJardin	Lippincott, 1952	3.99
	4.4	MIDDLE MOFFAT Estes	Harcourt, 1942	4.57
	4.4	PENNY GOES TO CAMP Haywood	Morrow, 1948	4.89
	4.4	PHILOMENA Seredy	Viking, 1955	4.18
	4.5	FIRST LOVE, TRUE LOVE Emery	Westminister, 1956	3.99
	4.5	LOVE IS FOREVER Bell	Morrow, 1954	4.57
	4.5	PENNY AND PETER Haywood	Harcourt, 1946	4.19
	4.5	PICK A NEW DREAM Weber	Crowell, 1961	4.99

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Family & Human Relations	4.5	RELUCTANT HEART Lambert	Grosset, 1950	2.98
	4.5	ROOMMATES Redina	Little, 1948	4.39
	4.5	THEY WERE STRONG & GOOD Lawson	Viking, 1940	4.18
Fanciful Tales	2.0	GONE IS GONE Gag	Coward, 1935	2.52
	3.4	STRANGE ROOM Lewis	Whitman, 1964	1.99
	3.6	LITTLE HOUSE Burton	Houghton, 1942	4.39
	4.0	ADVENTURES OF PINOCCHIO Collodi	Macmillan, 1963	4.57
	4.1	AND TO THINK I SAW IT ON MULBERRY STREET Suess	Vanguard, 1937	3.83
	4.5	MARY POPPINS OPENS THE DOOR Travers	Harcourt, 1943	4.39
Farm Life	2.1	COME TO THE FARM Tensen	Reilly, 1949	4.18
	2.2	TRUE BOOK OF FARM ANIMALS Lewellen	Childrens, 1954	2.25
	3.0	TRUE BOOK OF ANIMAL BABIES Podendorf	Childrens, 1953	2.25
	3.3	JOEY AND PATCHES Johnson	Morrow, 1947	3.69
	3.8	STORY ABOUT PING Flack	Viking, 1933	2.68
	3.9	STORY OF FERDINAND Leaf & Lawson	Viking, 1936	2.98
	4.2	BLUEBERRIES FOR SAL McCloskey	Viking, 1948	4.18
	4.8	HENNER'S LYDIA deAngelia	Doubleday, 1936	4.18

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Fish	3.3	TRUE BOOK OF TROPICAL FISH Broekel	Childrens, 1956	2.25
	4.5	TRUE BOOK OF WHALES & MAMMALS Posell	Childrens, 1963	2.25
Folk Tales	2.2	FIVE CHINESE BROTHERS Bishop	Coward, 1938	2.86
	4.5	MEI LI Handforth	Doubleday, 1938	4.18
Food	2.3	MR. BUMBA & THE ORANGE GROVE Harwood	Lerner, 1964	3.23
Fourth of July	4.5	HOLIDAY BOOK: 4TH OF JULY Graves	Garrard, 1963	3.23
Frogs	3.0	MRS. MOON'S POLLIWOGS Harwood	Lerner, 1967	3.23
	3.7	FROG WENT A-COURTIN' Langstaff	Harcourt, 1955	3.51
	4.5	BUFO, STORY OF A TOAD McClung	Morrow, 1954	3.49
Games	2.4	CHILD'S GARDEN OF VERSES Stevenson	Grosset, 1957	3.99
	3.0	HOLIDAY BOOK: JEWISH HOLIDAYS Morrow	Garrard, 1967	3.25
	3.2	MR. BUMBA HAS A PARTY Harwood	Lerner, 1964	3.23
	3.3	TRUE BOOK OF HOLIDAYS Purcell	Childrens, 1955	2.25
Halloween	3.0	HOLIDAY BOOK: HALLOWEEN Patterson	Garrard, 1963	3.25
Handicraft	3.6	TRUE BOOK OF MONEY Elkin	Childrens, 1960	2.25
Health	2.5	LOOK AT YOUR EYES Showers	Crowell, 1962	3.69

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Health	2.9	TRUE BOOK OF HEALTH Haynes	Childrens, 1954	2.25
	3.8	WHAT'S INSIDE OF ME? Zim	Morrow, 1952	3.69
	3.9	LET'S GO TO A HOSPITAL Rowland	Putnam, 1968	2.29
	4.3	TRUE BOOK OF YOUR BODY & YOU Hinshaw	Childrens, 1959	2.06
Horses	3.3	BILLY AND BLAZE Anderson	Macmillan, 1962	4.57
	3.5	CROOKED COLT Anderson	Macmillan, 1966	4.57
	3.7	MR. BUMBA'S FOUR LEGGED COMPANY Harwood	Lerner, 1966	3.32
	3.8	KELPIE, A SHETLAND PONY Johnson	Morrow, 1962	3.69
	4.2	TRUE BOOK OF HORSES Posell	Childrens, 1961	2.25
	4.4	HORSE WHO LIVED UPSTAIRS McCinley	Lippincott, 1944	4.57
	4.5	LITTLE VIK Gates	Viking, 1951	4.18
	4.5	LOST HORSE Balch	Grosset, 1950	3.40
Houses	2.9	TRUE BOOK OF HOUSES Carter	Childrens, 1957	2.25
	4.3	LET'S GO TO THE WHITE HOUSE Rosenfield	Putnam, 1959	2.29
Humor	4.3	ONION JOHN Krumgold	Crowell, 1959	4.99
	4.3	RUFUS M. Estes	Harcourt, 1943	4.57

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Humor	4.5	500 HAT OF BARTHOLONEW CUBBINS Suess	Vanguard, 1938	3.83
Indians of N. America	2.4	SQUANTO, FRIEND OF THE WHITE MEN Bulla	Crowell, 1954	3.69
	2.6	TRUE BOOK OF INDIANS Martini	Childrens, 1954	2.25
	2.9	INDIAN CHILDREN OF AMERICA, BOOK TO BEGIN ON Farquhar	Holt, 1964	2.92
	3.4	EAGLE FEATHER Bulla	Crowell, 1953	4.29
	4.1	INDIANS KNEW Pine	Whittlesey, 1957	4.57
	4.5	SIOUX INDIANS Bleeker	Morrow, 1962	4.18
	4.5	TOMAHAWKS AND TROUBLE Steele	Harcourt, 1955	3.99
Insects	2.6	TRUE BOOK OF INSECT Podendorf	Childrens, 1954	2.25
	3.3	TRUE BOOK OF SPIDERS Podendorf	Childrens, 1962	2.25
	4.0	GREEN DARNER, STORY OF A DRAGON FLY McClung	Morrow, 1956	3.69
	4.5	HOW AND WHY WONDER BOOK OF ANTS AND BEES Rood	Grosset, 1962	2.34
Inventions & Inventors	2.9	TRUE BOOK OF TIME Ziner	Childrens, 1956	2.25
	3.6	LET'S GO TO A TELEPHONE CO. Buchheimer	Putnam, 1958	2.29
Japan	4.4	VILLAGE TREE Yashima	Viking, 1953	4.18

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Lincoln, A.	4.0	MARY ELIZABETH & MR. LINCOLN Seylar	Follett, 1961	1.68
	4.1	ABE LINCOLN: FRONTIER BOY Stevenson	Bobbs, 1959	3.29
Machines	3.0	TRUE BOOK OF TOOLS FOR BUILDING Leavitt	Childrens, 1955	2.25
Magnetism	3.3	TRUE BOOK OF MAGNETS & ELECTRICITY Podendorf	Childrens, 1961	2.25
Marine Life	3.2	TRUE BOOK OF ANIMALS OF SEA AND SHORE Podendorf	Childrens, 1956	2.25
	4.0	WHEN NANTUCKET MEN WENT WHALING Meadowcroft	Garrard, 1966	3.59
	4.4	DANNY DUNN ON THE OCEAN FLOOR	McGraw	4.36
Mathematics	3.3	TRUE BOOK OF NUMBERS Carona	Childrens, 1964	2.25
Middle Ages	3.3	TRUE BOOK OF KNIGHTS Lewellen	Childrens, 1956	2.25
Pets	4.1	LITTLE EDDIE Haywood	Morrow, 1947	4.89
	4.2	MR. T.W. ANTHONY WOO Ets	Viking, 1951	3.82
	4.3	TRUE BOOK OF PETS Podendorf	Childrens, 1954	2.25
Pioneer Life	2.8	DAVY CROCKETT Ford	Putnam, 1961	2.80
	4.4	DAVY CROCKETT: YOUNG RIFLEMAN Parks	Bobbs, 1962	3.29
	4.4	TRUE BOOK OF PIONEERS Harmer	Childrens, 1957	2.25

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Pioneer Life	4.5	WE WERE THERE WITH THE PONY EXPRESS Steele	Grosset, 1956	3.40
Plants	2.8	MR. BUMBA PLANTS A GARDEN Harwood	Lerner, 1964	3.23
	2.9	TRUE BOOK OF PLANTS WE KNOW Miner	Childrens, 1953	2.25
	3.4	TRUE BOOK OF WEEDS & FLOWERS Podendorf	Childrens, 1955	2.25
	4.3	TRUE BOOK OF PLANT EXPERIMENTS Podendorf	Childrens, 1960	2.25
	4.4	RIDDLE OF SEEDS Hammond	Coward, 1965	2.97
Prehistoric Animals	3.0	TRUE BOOK OF DINOSAURS Clark	Childrens, 1955	2.25
Railroads	2.1	LITTLE TRAIN Lenski	Walck, 1940	3.45
	5.0	FIRST BOOK OF TRAINS Hamilton	Watts, 1956	3.42
Reptiles	3.6	SNAKES Zim	Morrow, 1949	3.69
Rivers	3.0	DOWN THE MISSISSIPPI Bulla	Crowell, 1954	3.69
	3.1	TRUE BOOK OF BRIDGES Carlisle	Childrens, 1955	2.25
	3.3	MRS. MOON'S HARBOR TRIP Harwood	Lerner, 1967	3.23
	4.0	TRUE BOOK OF RIVERS Carlisle	Childrens, 1967	2.25
School Life	3.2	LET'S GO TO SCHOOL Buchheimer	Putnam, 1957	2.29

Subject	Grade Reading Level	Author Title	Publisher	Approximate Net Price
School Life	3.4	LET'S GO TO THE U.S. COAST GUARD ACADEMY Butler	Putnam, 1964	2.29
	4.3	"B" IS FOR BETSY Haywood	Harcourt, 1939	4.19
	4.3	LET'S GO TO A LIBRARY Buchheimer	Putnam, 1957	2.29
	4.5	FIRST BOOK OF HOW TO MAKE A SPEECH Powers	Watts, 1963	3.42
Ships	2.9	TIM IN DANGER Ardizzone	Walck, 1953	4.99
	3.0	BOATS ON THE RIVER Flack	Viking, 1946	5.39
	3.2	LITTLE TOOT Gramatky	Putnam, 1939	2.29
	4.2	CARRY ON MR. DOWDITCH Latham	Houghton, 1955	4.18
Sports	2.9	DON & DONNA GO TO BAT Perkins	Random, 1966	2.65
	3.3	LOU GEHRIG: BOY OF THE SAND LOTS Riper	Bobbs, 1959	3.29
	4.0	DECATHLONMEN: GREATEST ATHLETES IN THE WORLD Finlayson	Garrard, 1966	3.59
	4.1	KID COMES BACK Tunis	Morrow, 1946	4.57
	4.3	KNUTE ROCKNE: YOUNG ATHLETE Van Riper	Bobbs, 1959	3.29
	4.4	BABE RUTH: BASEBALL BOY Van Riper	Bobbs, 1959	3.29
Telegraph	2.6	TRUE BOOK OF COMMUNICATION Miner	Childrens, 1960	2.25

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
Telegraph	4.5	RAINBOW AFTER RAIN Lambert	Grosset, 1953	2.98
Thanksgiving Day	2.8	THANKSGIVING STORY Dalgliesh	Scribner, 1954	3.63
	3.0	HOLIDAY BOOK: THANKSGIVING Wyndham	Garrard, 1963	2.98
Transportation	3.4	TRUE BOOK OF TRANSPORTATION Posell	Childrens, 1957	2.25
	4.0	WHEN WAGON TRAINS ROLLED TO SANTE FE Berry	Garrard, 1966	3.59
Trees	2.7	TRUE BOOK OF TREES Podendorf	Childrens, 1954	2.25
United States	4.2	LITTLE GIRL WITH SEVEN NAMES Hunt	Lippincott, 1936	2.93
Valentines Day	2.0	STORY OF VALENTINE Hays	Coward, 1956	2.97
	3.0	HOLIDAY BOOK: VALENTINE'S DAY Guifoile	Garrard, 1965	3.25
Washington, G.	4.5	GEORGE WASHINGTON & THE FIRST BALLOON FLIGHT Lindop	Whitman, 1964	1.99
Weather	3.1	TRUE BOOK OF SEASONS Podendorf	Childrens, 1955	2.25
	3.1	TRUE BOOK OF WEATHER EXPERIMENTS Podendorf	Childrens, 1961	2.25
	3.3	BIG SNOW Hader	Macmillan, 1948	4.99
West: General	3.1	ANNIE OAKLEY: SHOOTING STAR Graves	Garrard, 1961	3.25
	3.9	MYSTERY RANCH Warner	Whitman, 1958	3.32
	4.0	MYSTERY OF BROKEN WHEEL RANCH Eisner	Follett, 1961	1.68

Subject	Grade Reading Level	Author-Title	Publisher	Approximate Net Price
West: General	4.3	BUFFALO BILL: BOY OF THE PLAINS Stevenson	Bobbs, 1959	3.29
	4.4	BUFFALO BILL Garst	Messner, 1948	3.99
	4.5	KIT CARSON: BOY TRAPPER Stevenson	Bobbs, 1962	3.29
World War II	4.1	YANK IN FRANCE Bartman	Whitman, 1946	1.99
	4.3	YANK IN CICILY Bartman	Whitman, 1946	1.99
	4.4	WE WERE THERE AT THE BATTLE OF BATAAN Appel	Grosset, 1957	3.40
Wild Animals	2.7	OSCAL OTTER Benchley	Harper, 1966	3.46
	3.0	TRUE BOOK OF ANIMAL HOMES Podendorf	Childrens, 1966	3.46
	3.6	STRIPE, STORY OF A CHIPMUNK McClung	Morrow, 1951	3.69
	4.1	CURIOUS GEORGE Rey	Houghton	4.39
	4.2	LION Dubois	Viking, 1956	4.57
Wild Animals	4.4	CURIOUS GEORGE RIDES A BIKE Rey	Houghton, 1952	4.39
	4.4	HURRY, SKURRY & FLURRY Buff	Viking, 1954	4.18
World Countries	2.9	TRUE BOOK OF JUNGLES Podendorf	Childrens, 1959	2.25

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appendix

GRADED SIGHT WORDS

The 220 Dolch Basic Sight Words are divided into levels where the word most frequently appears in basals.

Level 1: Pre-Primer (40 words)

a
and
away
big
blue
can
come
down
find
for
funny
go
help
here
I
in
is
it
jump
little
look
make
me
my
not
one
play
red
run
said
see
the
three
to
two
up
we
where
yellow
you

Level 2: Primer (52 words)

all
am
are
at
ate
be
black
brown
but
came
did
do
eat
four
get
good
have
he
into
like
must
new
no
on
our
out
please
pretty
ran
ride
saw
she
so
soon
say
what
there
they
this
too
under
want
was
well
went
what
white
who
will
with
yes

Level 3: First (41 words)

after
again
an
any
as
ask
by
could
every
fly
from
give
going
had
has
her
his
him
how
just
know
let
live
may
of
old
once
open
over
put
round
some
stop
take
thank
them
then
think
walk
were
when

Level 4: Second (46 words)

always
around
because
been
before
best
both
buy
call
cold
does
don't
fast
five
found
gave
first
goes
green
its
made
many
off
on
pull
read
right
sing
sit
sleep
tell
there
these
those
upon
us
use
very
wash
which
why
wise
work
would
write
your

Level 5: Third (41 words)

about
better
bring
carry
clean
cut
down
draw
drink
eight
fall
far
full
got
grow
head
hot
hurt
if
keep
kind
laugh
light
long
much
middle
never
only
own
pick
serve
shall
show
six
small
start
ten
today
together
try
warm

SIGHT WORDS BY WORD CATEGORIES

A basic sight vocabulary of 220 words, comprised of all words, except nouns common to the word lists of International Kindergarten Union, The Gates List, the Wheeler-Howell List, and the Dolch Basic Sight Words.

Verbs

am
are
ask
ate
be
been
bring
buy
call
came
can
carry
come
could
cut
did
do
does
done
don't
draw
drink
eat
fall

Verb, continued

find
fly
found
gave
get
give
go
goes*
going
got
grew
had
has
have
help
hold
hurt*
is
jump
keep
know
laugh
let
like
live
look
made
make
may
must
open
pick*
play
please
pull
put
ran
read
ride
run
said
saw
say
see
shall
show
sing
sit
sleep
start*
stop
take
tell
thank
think
try*
use*
walk
want
was
wash*
went
were
will
wish
work
would
write*

Pronouns

he
her
him
his
I
it
its*
me
my
myself*
our
she
that
their
them
these
they
this
those*
us
we
what
which*
who
you
your

Conjunctions

and
as
because
but
if
of

Adjectives

A
all
an
any
best*
better*
big
black
blue
both
brown
clean*
cold
eight
every
five*
four
full
funny
good
green
hot
kind
light*
little
long
many
new
old
one
own*
pretty
red
right
round
seven*
six*
small
some
ten
the
three
two
warm
white
yellow

*These words were included in only three of the lists.

Adverbs

again
always*
around
away
before*
far
fast
first
here
how
just
much
never
no
not
now
off
once
only
out
so
soon
there
then
today
together*
too
up
very
well*
when
where
why
yes

Prepositions

about
after
at
by
down
for
from
in
into
of
on
over
to
under
upon*
with

WILSON'S ESSENTIAL VOCABULARY

Adult's only
All cars stop
Antidotes
Ask attendant for key
Beware
Beware of cross winds
Beware of dog
Bridge out
Bus only
Bus Station
Bus Stop
Cattle Crossing
Caution
Closed
Combustible
Construction Zone
Contaminated
Condemned
Curve
Danger
Dangerous Curve
Dead End
Deep water
Deer crossing
Dentist
Detour
Dim Lights
Dip
Don't walk
Do not block walk (drive)
Do not cross
Do not crowd
Do not enter
Do not inhale fumes
Do not push
Do not refreeze
Do not shove
Do not stand up
Do not use near heat
Do not use near open flame
Doctor (Dr.)
Down
Drifting sand
Drive slow
Dynamite
Elevator
Emergency Entrance
Emergency Exit
Emergency Vehicles Only
Employees only
Entrance
Exit
Exit only
Exit Speed _____
Explosives
External Use only
Falling rocks
Fallout Shelter
Fire Escape
Fire extinguisher
First aid
Flammable
Flooded
Found
Fragile, Garage
Gasoline
Gate
Gentlemen, Go slow
Handle with care
Hands off
Help
High voltage
Hospital Zone
Inflammable
Information, Inspection
Instructions
Junction
Keep Away
Keep Closed at all times
Keep to the Left (Right)
Keep out
Ladies
Lane ends
Last chance for gas
Left turn on this signal only
Left turn only
Live wire
Loading Zone
Look
Lost
Men
Nest window (gate)
No admittance
No checks cashed
No credit
No driving
No dogs allowed
No dumping
No fires
No loitering
No fishing

No hunting
No Minors
No parking
No passing
No right turn
No right turn on red light
No smoking
No standing
No touching
No trespassing
No turns
No "U" turn
Not for internal use
Not a through street
Noxious
Nurse
One way--Do not enter
One way street
Office open
Open
Out
Out of Order
Pavement ends
Ped Xing
Pedestrians Prohibited
Playground
Poison
Police
Post no bills
Post office
Posted
Private
Private Property
Private Road
Proceed at your own risk
Pull
Push
Put on chains
R.R.
Railroad Crossing
Restrooms
Resume Speed
Restaurant
Right Lane must Turn
Right turn only
Road Closed
Road ends
Safety First
School Zone
School Stop
Shallow water
Shelter
Smoking prohibited
Slow down
Slow traffic keep left
Speed checked by radar
Speed zone ahead
Steep grade
Stop
Step down (Up)
Stop ahead
Stop for Pedestrians
Stop when occupied
Stop motor
Taxi Stand
Terms Cash
Thin ice
This end up
This land may turn
This road patrolled by aircraft
This side up
Three way light
Turn off _____ mile
Truck route
Unloading Zone
Up
Use Before ____
Use in open air
Use other door
Use low gear
Violators will be prosecuted
Watch for flagman
Watch for traffic
Walk
Wanted
Warning
Watch for low flying aircraft
Watch your step
Winding road
Women
Yield
Yield Right of Way